

1-1-1985

Employer evaluations of rehabilitation counseling graduates' performance compared with evaluations of graduates' preparation by four other groups.

Frances P. Casey

University of Massachusetts Amherst

Follow this and additional works at: https://scholarworks.umass.edu/dissertations_1

Recommended Citation

Casey, Frances P., "Employer evaluations of rehabilitation counseling graduates' performance compared with evaluations of graduates' preparation by four other groups." (1985). *Doctoral Dissertations 1896 - February 2014*. 3993.
https://scholarworks.umass.edu/dissertations_1/3993

This Open Access Dissertation is brought to you for free and open access by ScholarWorks@UMass Amherst. It has been accepted for inclusion in Doctoral Dissertations 1896 - February 2014 by an authorized administrator of ScholarWorks@UMass Amherst. For more information, please contact scholarworks@library.umass.edu.

EMPLOYER EVALUATIONS OF REHABILITATION COUNSELING GRADUATES'
PERFORMANCE COMPARED WITH EVALUATIONS OF GRADUATES'
PREPARATION BY FOUR OTHER GROUPS

A Dissertation Presented

By

FRANCES PEHLEMAN CASEY

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1985

School of Education

c Frances Pehleman Casey
All Rights Reserved

EMPLOYER EVALUATIONS OF REHABILITATION COUNSELING GRADUATES'
PERFORMANCE COMPARED WITH EVALUATIONS OF GRADUATES'
PREPARATION BY FOUR OTHER GROUPS

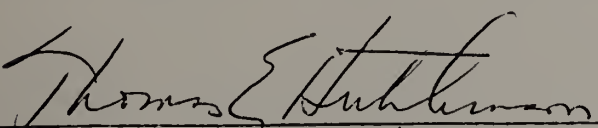
A Dissertation Presented

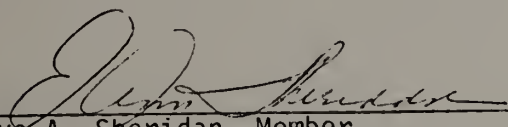
By

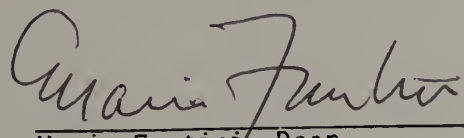
FRANCES PEHLEMAN CASEY

Approved as to style and contents by:


Patricia Gillespie-Silver, Chairperson


Thomas E. Hutchinson, Member


Eva A. Sheridan, Member


Mario Fantini, Dean
School of Education

To the memory of Dr. Joseph P. Cebula,
respected Academic Dean and Dean of
the School of Psychology and Education,
American International College
(Springfield, Massachusetts)

ACKNOWLEDGMENTS

From among the innumerable contributions to this project I particularly appreciate the following:

The loving support of my family--especially Tom's steadfast understanding;

the encouragement of my colleagues---Tom Ruscio's scheduling of my departmental responsibilities, Joe Stano's willingness to listen, and Charline McGrath's timely provision of CORE materials;

the expert and patient guidance of my committee---the challenge of Ann's unique perspective and probing questions, the inspiration of Trish's enthusiasm and energy, and the enlightenment of Tom's discussions throughout the summer; and,

the typing of this paper and its prior versions by Bernie McDonald. She opened her home to me and has become a friend.

Thank you.

ABSTRACT

Employer Evaluations of Rehabilitation Counseling Graduates'

Performance Compared with Evaluations of Graduates'

Preparation By Four Other Groups

(May, 1985)

Frances Pehleman Casey

Ed.D., University of Massachusetts

Directed by: Patricia Gillespie-Silver

Differences between the ratings of Rehabilitation Counselor Education (RCE) graduates' preparation or performance by five groups of respondents to the Council on Rehabilitation Education (CORE) questionnaires in the 1982-1983 and 1978-1980 accreditation evaluation periods were identified and analyzed. Aggregate data on the 12 applicant programs in the 1982-1983 period and the 38 applicant programs in the combined 1978-1979 and 1979-1980 cycles were examined by comparing the employer ratings of graduates' performance of 110 tasks in eight functional areas with the ratings of graduates' preparation by graduates, students, agency clinical supervisors, and faculty. In addition, similarities among and differences between the findings for each period were identified.

Results of the study suggest that employers generally rate graduates' performance higher than the other four groups rate the RCE

program's preparation of graduates and that the faculty ratings are most similar to the employer ratings. Variations in the number and magnitude of the differences by group and by area and task were interpreted.

Recommendations made for revisions of the CORE accreditation process and extension of the inquiry include the following: provision by CORE of the aggregate proportions of "more than adequate" ratings in an evaluation period to the coordinators of RCE program applicants included in the data and analysis of CORE questionnaire data to determine similarities and differences in ratings and "nonratings" ("don't know's" and nonresponses) by respondents in the private and public sectors of rehabilitation.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	v
ABSTRACT	vi
LIST OF TABLES	xiv
LIST OF FIGURES	xxi

CHAPTER

I	INTRODUCTION TO THE STUDY	1
	Identification of the Problem	1
	Purpose of the Study	5
	Hypotheses	6
	Definitions of Terms	8
	Delimitations of the Study	12
	Limitations of the Study	13
	Significance of the Study	15
II	REVIEW OF SELECTED LITERATURE	16
	Part One:	
	Review of Selected Literature on	
	Rehabilitation Counselor Role and Functions	16
	Rehabilitation counseling	17
	Rehabilitation counselor role and function	20
	Summary of the review of literature on	
	rehabilitation counselor and function	29
	Part Two:	
	Review of Selected Literature on Evaluation	
	on Rehabilitation Counselor Role and Function	31
	Purpose of evaluation and evaluation data source	31
	Measurement of counseling product or	
	client outcomes	32
	Number of case closures	32
	Weighted case closures	34

CHAPTER

Client change in social and/or psychological areas . . .	38
Sustention of rehabilitation	39
Cost effectiveness	39
Observation	42
Case review	43
Client involvement	45
Self-evaluation	45
Other methods and/or criteria	46
Counselor certification	46
Client feedback	49
Literature on the need for rehabilitation	51
Summary of the review of literature on evaluation of rehabilitation counselors	52

Part Three:

Review of Selected Literature on Rehabilitation Counseling Education	53
Purpose and levels of training	53
Rehabilitation Counselor Education faculty	54
Agency clinical experience supervisors	55
Rehabilitation Counselor Education students	56
Rehabilitation Counselor Education curricula	58
Development of curricula	58
Curricula components	60
Competency-based instruction	64
Summary of the review of literature on rehabilitation counseling education	65

Part Four:

Review of Selected Literature on the Evaluation of Rehabilitation Counselor Education	67
Purposes of evaluation, criteria, and data sources	67
Self-study	68
Program accreditation	71
Specialized accreditation	71
Council on Rehabilitation Education accreditation	74
Summary of the review of literature on evaluation of Rehabilitation Counselor Education	78
Summary of the Review of Selected Literature	80

III RESEARCH APPROACH	82
Design of the Study	82
Sampling Procedures and the Samples	83
Program Sampling Procedure and Sample	83
Respondent Group Sampling Procedures and Sample	84

CHAPTER

Methods of Collecting and Analyzing	
Individual Program Data	87
Collection of Individual Program Data	88
Data collection process and instruments	88
Evaluation instructions	89
Analysis of Individual Program Data	90
Analysis of task ratings	90
Analysis of area ratings	91
Methods of Collecting and Analyzing	
Aggregate Evaluation Data	93
Collection and Initial Analysis of Data by CORE	95
Secondary Analysis of Aggregate Evaluation Data	98
Analysis of total area ratings	98
Number of responses by a group	99
Proportion of "more than adequate"	
ratings by a group	100
Number, magnitude, and direction of	
significant differences between area ratings	102
Evaluation rates of respondent group	103
Analysis of total task ratings	104
Number of responses by a group	105
Proportion of "strong" ratings by a group	105
Number, magnitude, and direction of	
significant differences between task ratings	107
Methods of Comparing Aggregate Data for	
Two Evaluation Periods	108
Comparison of the Numbers and Magnitudes of	
Significant Differences between Ratings	
in Two Periods	109
Comparison of the numbers and magnitudes	
of significant differences between area	
ratings in two periods	109
Comparison of the numbers and magnitudes	
of significant differences between task	
ratings in two periods	110
Comparison of the Area Item Evaluation Rates	
of the Respondent Groups in Two Periods	111
Research Approach Summary	111
 IV DATA ANALYSES AND DESCRIPTIONS OF FINDINGS	 113
Part One:	
Analysis of 1982-1983 CORE Evaluation Data	113
Analysis of the 1982-1983 Area Ratings	113

CHAPTER

Number of significant differences between respondent groups on area ratings	115
Number of significant differences by functional area	117
Number of significant differences by respondent area	117
Magnitude and direction of significant differences between area ratings	118
Magnitude of significant differences by functional area	120
Magnitude of significant differences by respondent group	120
Number of area ratings and the area evaluation rates of the respondent groups	120
Number of area ratings by respondent group	121
Area evaluation rates of the respondent groups	123
Acceptance of Hypothesis One	123
Analysis of the 1982-1983 Task Ratings	125
Number of significant differences between respondent groups on task ratings	126
Number of significant differences by performance task and area	135
Number of significant differences by respondent group	136
Magnitude and direction of significant differences between task ratings by employers and each of four groups	137
Magnitude and direction of significant differences with graduates	138
Magnitude and direction of significant differences with students	138
Magnitude and direction of significant differences with clinical supervisors	155
Magnitude and direction of significant differences with faculty	164
Acceptance of hypothesis two	173
Summary of the 1982-1983 CORE Data Analysis	174

Part Two:

Analysis of the 1978-1980 CORE Evaluation Data	176
Analysis of the 1978-1980 Area Ratings	176
Number of significant differences between respondent groups on area ratings	177
Number of significant differences by functional area	178
Number of significant differences by respondent group	180
Magnitude and direction of significant differences between area ratings	180

CHAPTER

Magnitude of significant differences by functional area	182
Magnitude of significant differences by respondent group	183
Number of area ratings and area evaluation rates of the respondent groups	183
Number of area ratings by respondent group	183
Area evaluation rates of the respondent groups	185
Acceptance of Hypothesis Three	187
Analysis of the 1978-1980 Task Ratings	188
Numbers of significant differences between task assessments	189
Number of significant differences by performance task and area	198
Number of significant differences by respondent group	199
Magnitude and direction of significant differences between task ratings by employers and each of four groups	200
Magnitude and direction of significant differences with graduates	200
Magnitude and direction of significant differences with students	209
Magnitude and direction of significant differences with clinical supervisors	218
Magnitude and direction of significant differences with faculty	218
Acceptance of Hypothesis Four	235
Summary of the 1978-1980 CORE Data Analysis	236

Part Three:

Comparison of 1982-1983 and 1978-1980 CORE Evaluation Data Analyses	238
Comparison of Differences Between 1982-1983 and 1978-1980 Area Ratings	238
Comparison by area of differences between the number and magnitude of significant differences in two periods	239
Comparison of differences in area evaluation rates of the respondent groups in two periods	241
Notable similarities among and differences between area ratings data in two periods	244
Comparison of Differences between 1982-1983 and 1978-1980 Task Ratings	245

CHAPTER

Comparison by task of differences between the number and magnitude of significant differences in two periods	245
Comparison by group of differences between the number and magnitude of significant differences in two periods	254
Graduates	256
Students	257
Clinical supervisors	257
Faculty	258
Notable similarities among and differences between task ratings data in two periods	258
Summary of the Comparison of CORE Evaluation Data Analyses for Two Periods	259
Summary of the Study Results	261
 V SUMMARY, INTERPRETATION, AND RECOMMENDATIONS	 266
Summary of the Study	266
Interpretation of Results	270
Factors that May Influence Ratings	270
The test form	270
The "halo" effect	271
Apathy and/or preference for responding rapidly	271
Variation in ratings	272
Interpretation of Findings by Respondent Group	272
Interpretation of differences between ratings by graduates and ratings by employers	272
Interpretation of differences between ratings by students and ratings by employers	275
Interpretation of differences between ratings by clinical supervisors and employers	277
Interpretation of differences between ratings by faculty and ratings by employers	279
Interpretations of Findings by Area and by Task	281
Implications of Results	282
Recommendations for Further Study	284
 SELECTED BIBLIOGRAPHY	 288
 APPENDICES	
A REHABILITATION COUNSELOR EDUCATION ACCREDITATION EVALUATION INDIVIDUAL QUESTIONNAIRE FOR EMPLOYERS OF GRADUATES	 322

APPENDICES

- B REHABILITATION COUNSELOR EDUCATION ACCREDITATION
EVALUATION INDIVIDUAL QUESTIONNAIRE FOR FACULTY,
STUDENTS, AGENCY CLINICAL EXPERIENCE SUPERVISORS,
AND GRADUATES 333
- C COMPARISON BY AREA OF EMPLOYER RATINGS OF GRADUATES'
PERFORMANCE WITH RATINGS OF GRADUATES' PREPARATION
BY EACH OF FOUR OTHER GROUPS, 1982-1983 COUNCIL ON
REHABILITATION EDUCATION ACCREDITATION EVALUATIONS 352
- D COMPARISON BY TASK OF EMPLOYER RATINGS OF GRADUATES'
PERFORMANCE WITH RATINGS OF GRADUATES' PREPARATION
BY EACH OF FOUR OTHER GROUPS, 1982-1983 COUNCIL ON
REHABILITATION EDUCATION ACCREDITATION EVALUATIONS 356
- E COMPARISON BY AREA OF EMPLOYER RATINGS OF GRADUATES'
PERFORMANCE WITH RATINGS OF GRADUATES' PREPARATION
BY EACH OF FOUR OTHER GROUPS, 1978-1980 COUNCIL ON
REHABILITATION EDUCATION ACCREDITATION EVALUATIONS 385
- F COMPARISON BY TASK OF EMPLOYER RATINGS OF GRADUATES'
PERFORMANCE WITH RATINGS OF GRADUATES' PREPARATION
BY EACH OF FOUR OTHER GROUPS, 1978-1980 COUNCIL ON
REHABILITATION EDUCATION ACCREDITATION EVALUATIONS 389

LIST OF TABLES

Table

1	Survey respondents, 1978-1980 and 1982-1983 CORE evaluations	86
2	Sample CORE analysis of task ratings for an individual program applicant, Tasks 1-5 in Area 1	92
3	Sample CORE analysis of Area 1 ratings for an individual program applicant	94
4	CORE analysis of total task ratings for 1978-1979 and 1979-1980 program applicants, Tasks 1-5 in Area 1	96
5	CORE analysis of total Area 1 ratings for 1978-1979 and 1979-1980 program applicants	97
6	Areas with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, 1982-1983 CORE evaluations	116
7	Differences between employer ratings of graduates' performance in areas and ratings of graduates' preparation by each of four other groups, 1982-1983 CORE evaluations	119
8	Number of area ratings by employers, graduates, students, clinical supervisors, faculty, and total survey respondents; 1982-1983 CORE evaluations	122
9	Area evaluation rates of employers, graduates, students, clinical supervisors, faculty, and total survey respondents; 1982-1983 CORE evaluations	124

Table

10.1	Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1982-1983 CORE evaluations	127
10.2	Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1982-1983 CORE evaluations	128
10.3	Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 3 (Career and Vocational Counseling for Individual Clients) of 1982-1983 CORE evaluations	129
10.4	Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 4 (Personal and Social Counseling for Individual Clients) of 1982-1983 CORE evaluations	130
10.5	Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 5 (Job Development and Placement for Individual Clients) of 1982-1983 CORE evaluations	131
10.6	Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 6 (Community Resources Utilization) of 1982-1983 CORE evaluations	132
10.7	Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 7 (Recording and Reporting for Individual Clients) of 1982-1983 CORE evaluations	133

Table

10.8	Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 8 (Professional Participation and Development) of 1982-1983 CORE evaluations	134
11.1	Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1982-1983 CORE evaluations	139
11.2	Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1982-1983 CORE evaluations	140
11.3	Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 3 (Career and Vocational Counseling for Individual Clients) of 1982-1983 CORE evaluations	141
11.4	Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 4 (Personal and Social Counseling for Individual Clients) of 1982-1983 CORE evaluations	142
11.5	Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 5 (Job Development and Placement for Individual Clients) of 1982-1983 CORE evaluations	143
11.6	Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 6 (Community Resources Utilization) of 1982-1983 CORE evaluations	144
11.7	Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 7 (Recording and Reporting for Individual Clients) of 1982-1983 CORE evaluations	145

Table

11.8	Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 8 (Professional Participation and Development) of 1982-1983 CORE evaluations	146
12.1	Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1982-1983 CORE evaluations	147
12.2	Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 2 (Rehabilitation Planning and Case Managemetn for Individual Clients) of 1982-1983 CORE evaluations	148
12.3	Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 3 (Career and Vocational Counseling for Individual Clients) of 1982-1983 CORE evaluations	149
12.4	Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 4 (Personal and Social Counseling for Individual Clients) of 1982-1983 CORE evaluations	150
12.5	Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 5 (Job Development and Placement for Individual Clients) of 1982-1983 CORE evaluations	151
12.6	Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 6 (Community Resources Utilization) of 1982-1983 Core evaluations	152
12.7	Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 7 (Recording and Reporting for Individual Clients) of 1982-1983 CORE evaluations	153

Table

12.8	Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 8 (Professional Participation and Development) of 1982-1983 CORE evaluations	154
13.1	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual clients) of 1982-1983 CORE evaluations	156
13.2	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 2 Rehabilitation Planning and Case Management for Individual Clients) of 1982-1983 CORE evaluations . . .	157
13.3	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 3 (Career and Vocational Counseling for Individual Clients) of 1982-1983 CORE evaluations	158
13.4	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 4 (Personal and Social Counseling for Individual Clients) of 1982-1983 CORE evaluations	159
13.5	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 5 (Job Development and Placement for Individual Clients) of 1982-1983 CORE evaluations	160
13.6	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 5 (Community Resources Utilization) of 1982-1983 CORE evaluations .	161
13.7	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 7 (Recording and Reporting for Individual Clients) of 1982-1983 CORE evaluations	162

Table

13.8	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 8 (Professional Participation and Development) of 1982-1983 CORE evaluations	163
14.1	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1982-1983 CORE evaluations	165
14.2	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1982-1983 CORE evaluations	166
14.3	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 3 (Career and Vocational Counseling for Individual Clients) of 1982-1983 CORE evaluations	167
14.4	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 4 (Personal and Social Counseling for Individual Clients) of 1982-1983 CORE evaluations	168
14.5	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 5 (Job Development and Placement for Individual Clients) of 1982-1983 CORE evaluations	169
14.6	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 6 (Community Resources Utilization) of 1982-1983 CORE evaluations	170
14.7	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 7 (Recording and Reporting for Individual Clients) of 1982-1983 CORE evaluations	171

Table

14.8	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 8 (Professional Participation and Development) of 1982-1983 CORE evaluations	172
15	Areas with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, 1978-1980 CORE evaluations	179
16	Differences between employer ratings of graduates' performance in areas and ratings of graduates' preparation by each of four other groups, 1978-1980 CORE evaluations	131
17	Number of area ratings by employers, graduates, students, clinical supervisors, faculty, and total survey respondents; 1978-1980 CORE evaluations	184
18	Area evaluation rates of employers, graduates, students, clinical supervisors, faculty, and total survey respondents; 1978-1980 CORE evaluations	186
19.1	Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluation for Individual Clients) of 1978-1980 CORE evaluations	190
19.2	Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1978-1980 CORE evaluations	191
19.3	Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 3 (Career and Vocational Counseling for Individual Clients) of 1978-1980 CORE evaluations	192

Table

19.4	Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 4 (Personal and Social Counseling for Individual Clients) of 1978-1980 CORE evaluations	193
19.5	Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 5 (Job Development and Placement for Individual Clients) of 1978-1980 CORE evaluations	194
19.6	Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 6 (Community Resources Utilization) of 1978-1980 CORE Evaluations	195
19.7	Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 7 (Recording and Reporting for Individual Clients) of 1978-1980 CORE evaluations	196
19.8	Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 8 (Professional Participation and Development) of 1978-1980 CORE evaluations	197
20.1	Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1978-1980 CORE evaluations	201
20.2	Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1978-1980 CORE evaluations	202

Table

20.3	Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 3 (Career and Vocational Counseling for Individual Clients) of 1978-1980 CORE evaluations	203
20.4	Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 4 (Personal and Social Counseling for Individual Clients) of 1978-1980 CORE evaluations	204
20.5	Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 5 (Job Development and Placement for Individual Clients) of 1978-1980 CORE evaluations	205
20.6	Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 6 (Community Resources Utilization) of 1978-1980 CORE evaluations	206
20.7	Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 7 (Recording and Reporting for Individual Clients) of 1978-1980 CORE evaluations	207
20.8	Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 8 (Professional Participation and Development) of 1978-1980 CORE evaluations	208
21.1	Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1978-1980 CORE evaluations	210

Table

21.2	Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1978-1980 CORE evaluations	211
21.3	Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 3 (Career and Vocational Counseling for Individual Clients) of 1978-1979 CORE evaluations	212
21.4	Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 4 (Personal and Social Counseling for Individual Clients) of 1978-1980 CORE evaluations	213
21.5	Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 5 (Job Development and Placement for Individual Clients) of 1978-1980 CORE evaluations	214
21.6	Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 6 (Community Resources Utilization) of 1978-1980 CORE evaluations	215
21.7	Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 7 (Recording and Reporting for Individual Clients) of 1978-1980 CORE evaluations	216
21.8	Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 8 (Professional Participation and Development) of 1978-1980 CORE evaluations	217

Table

22.1	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1978-1980 CORE evaluations	219
22.2	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1978-1980 CORE evaluations	220
22.3	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 3 (Career and Vocational Counseling for Individual Clients) of 1978-1980 CORE evaluations	221
22.4	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 4 (Personal and Social Counseling for Individual Clients) of 1978-1980 CORE evaluations	222
22.5	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 5 (Job Development and Placement for Individual Clients) of 1978-1980 CORE evaluations	223
22.6	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 6 (Community Resources Utilization) of 1978-1980 CORE evaluations	224
22.7	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 7 (Recording and Reporting for Individual Clients) of 1978-1980 CORE evaluations	225

Table

22.8	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 8 (Professional Participation and Development) of 1978-1980 CORE evaluations	226
23.1	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1978-1980 CORE evaluations	227
23.2	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1978-1980 CORE evaluations	228
23.3	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 3 (Career and Vocational Counseling for Individual Clients) of 1978-1980 CORE evaluations	229
23.4	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 4 (Personal and Social Counseling for Individual Clients) of 1978-1980 CORE evaluations	230
23.5	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 5 (Job Development and Placement for Individual Clients) of 1978-1980 CORE evaluations	231
23.6	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 6 (Community Resources Utilization) of 1978-1980 CORE evaluations	232

Table

23.7	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 7 (Recording and Reporting for Individual Clients) of 1978-1980 CORE evaluations	233
23.8	Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 8 (Professional Participation and Development) of 1978-1980 CORE evaluations	234
24	Comparisons by area of the number and magnitude of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, 1982-1983 CORE evaluations	240
25	Comparisons by group of the number and magnitude of significant differences between employer ratings of graduates' performance in areas and ratings of graduates' preparation by each of four other groups, 1982-1983 and 1979-1980 CORE evaluations	242
26	Comparisons of employer, graduate, student, clinical supervisor, and faculty area evaluation rates, 1982-1983 and 1978-1980 CORE evaluations	243
27.1	Comparisons by task of the numbers and magnitudes of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1982-1983 CORE evaluations	246
27.2	Comparisons by task of the numbers and magnitudes of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1982-1983 and 1978-1980 CORE evaluations	247

Table

27.3	Comparisons by task of the numbers and magnitudes of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 3 (Career and Vocational Counseling for Individual Clients) of 1982-1983 and 1978-1980 CORE evaluations	248
27.4	Comparisons by task of the numbers and magnitudes of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 4 (Personal and Social Counseling for Individual Clients) of 1982-1983 and 1978-1980 CORE evaluations	249
27.5	Comparisons by task of the numbers and magnitudes of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 5 (Job Development and Placement for Individual Clients) of 1982-1983 and 1978-1980 CORE evaluations	250
27.6	Comparisons by task of the numbers and magnitudes of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 6 (Community Resources Utilization) of 1982-1983 and 1978-1980 CORE evaluations	251
27.7	Comparisons by task of the numbers and magnitudes of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 7 (Recording and Reporting for Individual Clients) of 1982-1983 and 1978-1980 CORE evaluations	252
27.8	Comparisons by task of the numbers and magnitudes of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 8 (Professional Participation and Development) of 1982-1983 and 1978-1980 CORE evaluations	253

Table

28.1	Comparisons by group of the number and magnitude of all significant differences between employer ratings of graduates' performance of tasks and ratings of graduates' preparation by each of four other groups, 1982-1983 and 1978-1980 CORE evaluations	255
28.2	Comparisons by group of the number and magnitude of significant differences between task ratings in which the proportion of "strong" ratings by graduates, students, clinical supervisors, and faculty is smaller than the proportion of "strong" ratings by employers; 1982-1983 and 1978-1980 CORE evaluations	255
28.3	Comparisons by group of the number and magnitude of significant differences between task ratings in which the proportion of "strong" ratings by graduates, students, clinical supervisors, and faculty is larger than the proportion of "strong" ratings by employers; 1982-1983 and 1978-1980 CORE evaluations	255

LIST OF FIGURES

Figure

- 1 Rehabilitation Service Administration Regions 18

C H A P T E R I

INTRODUCTION TO THE STUDY

This introductory chapter provides a rationale for the study. After identification of the problem, there is a statement of purpose with hypotheses, terms are defined, the study is delimited, and the significance of the research is established.

Identification of the Problem

Rehabilitation counseling is a relatively young profession. The role of the rehabilitation counselor is generally acknowledged to have originated with the civilian Vocational Rehabilitation Act of 1920. Practitioners provide "disabled and/or disadvantaged persons assistance to achieve their maximum vocational, social and personal functioning through the use of professionally recognized interactions and skills, and other appropriate services" (Council on Rehabilitation Education [CORE], 1978, p. 2).

The Vocational Rehabilitation Act Amendments of 1954 provided grants to colleges and rehabilitation agencies to support the preparation and/or inservice training of the rehabilitation professionals needed to serve an expanding clientele. A variety of

counselor education programs were developed with similar, but nonstandardized, core curricula and specialized course offerings. Rehabilitation Counselor Education (RCE), the master's level preparation of rehabilitation counselors, continued for more than 20 years of federal support without a systematic method of evaluating program effectiveness or appropriateness of training (CORE, 1983a, p. 1).

In the early 1970s rehabilitation practitioners and educators formed the Council on Rehabilitation Education (CORE, 1978, p. 6). Standards of training for RCE programs were developed and the CORE accreditation process was established. Evaluations of an applicant program are collected by CORE from RCE faculty, students, agency practicum supervisors, graduates, and employers of graduates (CORE, 1978, p. 6). The accrediting body provides the faculty coordinator with an analysis of the data obtained from the five groups of survey respondents. This process component of providing feedback concerning a program's relative strengths and weaknesses is intended to promote self-improvement in RCE programs (CORE, 1983, p. 2).

The ultimate goal of rehabilitation education is to assure that "handicapped persons receive the high quality services to which they are entitled" (CORE, 1978, p. 7). A concomitant purpose of RCE is to prepare graduates with the skills, knowledge, and attitudes to meet the manpower needs of public and private rehabilitation agencies (CORE, 1978, p. 6). Approximately 70 RCE programs produced approximately 500 graduates annually in the early 1970s (CORE, 1978,

p. 6) and a decade later there were nearly 1,000 graduates each year from 74 RCE programs (Kuehn, 1984, p. 3). There are now more than 30,000 rehabilitation counselors employed in public and private agencies (Kuehn, 1984, p. 3). An increasing proportion of rehabilitation counselors -- particularly recent RCE graduates -- are being employed by the private sector (Crisler & Eaton, 1975; Kuehn, 1984; Matkin, 1980, 1981; Scofield & Andrews, 1981).

One indicator of program effectiveness is the performance of graduates, and employers are one source of information on the competency of graduates. This investigator was informed by William MacLeod, Vice-President of the Council on Postsecondary Accreditation, that the required use of employer ratings of graduates' performance in the CORE evaluation process is unique among the standards of recognized accrediting bodies (personal communication, March 10, 1984). Little information, however, is available on the results, value, and implications of employer ratings of graduates' performance in the evaluation of preparation programs. Two studies have compared ratings of RCE graduates' performance with ratings of graduates' preparation by other groups:

1. A 1977 study by Berven, Wright, and Reagles examined data collected by preliminary versions of the CORE accreditation questionnaires. The employer ratings of the performance of 357 employees in rehabilitation counseling or related positions were compared with the employee ratings of their graduate training adequacy (p. 177). The employees were 1969, 1970, and 1971 graduates of 46 RCE

programs (p. 179). The employers were asked to rate graduates' performance of 26 professional functions, knowledge and use of information in 19 content areas, possession of eight personal characteristics, and general professional competence (p. 177). Five rating categories ranged from "1-lowest 20 percent" to "5-highest 20 percent" (p. 177). Analysis of the data grouped employer responses to the competency items into five subscales and the graduate responses into 10 subscales including the competencies and additional factors such as the opportunity for practice (p. 179). Of the 50 Spearman correlations coefficients between employer and graduate subscale scores, five were significant at the .01 probability level and an additional one at the .05 probability level (p. 179). Based on an analysis of the specific differences; Berven, Wright, and Reagles concluded that the correlations between graduate and employer ratings suggested "little or no relationship between the two sources of information on RCE program quality,...the significant correlations may be interpreted as spurious, and that the graduate and employer ratings may be essentially independent of one another" (p. 180).

2. A 1982 study by Stano examined the data collected by CORE on the 1979 and 1980 accreditation applicants (p. 15). The ratings of their preparation by 1053 RCE students were compared with ratings of student or graduate preparation by 218 faculty, 422 agency clinical experience supervisors, 612 graduates, and 404 employers of graduates (Stano, 1977, Appendix C). Tests of significant difference of

proportions were performed to compare ratings of 110 rehabilitation counseling tasks in eight clusters. Included among the results were data on the relationship of student ratings to employer ratings: (a) The respondent groups significantly differed on 58 of the 110 task items (p. 32), and in 52 of the 58 significant differences there was a higher proportion of "strong" responses by the employers than by the students (pp. 32-34); and (b) the groups significantly differed on four of the eight cluster items, and in all instances the proportion of "strong" responses by the employers was higher than by the students (p. 37). While employers generally rate employee performance higher than students rate their performance, the employers are rating the graduates of two-year RCE programs and the student respondent group may include students in their first courses or semesters.

No study in the literature has directly compared employer ratings of RCE graduates' performance with the ratings of graduates' preparation by each of the four other groups of CORE accreditation evaluation respondents.

Purpose of the Study

The purpose of the study is to investigate the differences between the evaluations of RCE graduates' performance by employers and the evaluations of graduates' preparation by recent program graduates, students in the program, agency clinical experience supervisors, and RCE faculty. Comparisons will identify significant differences between the ratings by employers and the ratings by each of the other

respondent groups in each of two CORE accreditation evaluation periods, examine the variability of area and task ratings within groups, and analyze the similarities among and differences between the findings for each of the two periods. Four hypotheses will be tested.

Hypothesis One

For each of the eight functional areas into which the tasks of the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaires are grouped, the proportion of "more than adequate" ratings (combined "more than adequate" and "very adequate" ratings) by employers of how well graduates perform will differ from the proportion of "more than adequate" ratings (combined "more than adequate" and "very adequate" ratings) by

- (a) graduates of how well they were prepared to perform,
- (b) students of how well they are being prepared to perform, and
- (c) agency clinical experience supervisors and
- (d) faculty of how well the programs in the 1982-1983 Council on Rehabilitation Education accreditation evaluation prepare graduates to perform.

Hypothesis Two

For each of the 110 performance tasks of the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaires, the proportion of "strong" ratings by employers of how

well graduates perform will differ from the proportion of "strong" ratings by

- (a) graduates of how well they were prepared to perform,
- (b) students of how well they are being prepared to perform, and
- (c) agency clinical experience supervisors and
- (d) faculty of how well the programs in the 1982-1983 Council on Rehabilitation Education accreditation evaluation prepare graduates to perform.

Hypothesis Three

For each of the eight functional areas into which the tasks of the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaires are grouped, the proportion of "more than adequate" ratings (combined "more than adequate" and "very adequate" ratings) by employers of how well graduates perform will differ from the proportion of "more than adequate" ratings (combined "more than adequate" and "very adequate" ratings) by

- (a) graduates of how well they were prepared to perform,
- (b) students of how well they are being prepared to perform, and
- (c) agency clinical experience supervisors and
- (d) faculty of how well the programs in the 1978-1979 and 1979-1980 Council on Rehabilitation Education accreditation evaluation prepare graduates to perform.

Hypothesis Four

For each of the 110 performance tasks of the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaire, the proportion of "strong" ratings by employers of how well graduates perform will differ from the proportion of "strong" ratings by

- (a) graduates of how well they were prepared to perform,
- (b) students of how well they are being prepared to perform, and
- (c) agency clinical experience supervisors and
- (d) faculty of how well the programs in the 1978-1979 and 1979-1980 Council on Rehabilitation Education accreditation evaluation prepare graduates to perform.

Definition of Terms

The definitions of terms provided in this section are those used in or adapted from the Council on Rehabilitation Education Accreditation Manual (1978), the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaires (1979), and/or the Council on Rehabilitation Education Accreditation process.

Academic year. The annual schedule of a college or university which customarily consists of two semesters or three quarters running approximately from September of one calendar year to May of the subsequent calendar year.

Accreditation. The process whereby an organization recognizes a program of study as having met predetermined qualifications or standards.

Agency clinical experience supervisor. An agency employee who supervises the internship of a student in a Rehabilitation Counselor Education program.

Applicant. A Rehabilitation Counselor Education program seeking accreditation by the Council on Rehabilitation Education.

Coordinator. The Rehabilitation Counselor Education program faculty member who is the program coordinator.

Council on Rehabilitation Education (CORE). A not-for-profit organization recognized by the Council on Postsecondary Accreditation as the accrediting body for Rehabilitation Counselor Education programs.

Council on Rehabilitation Education evaluation cycle. The annual CORE evaluation period which adheres to an academic year schedule.

Current student. In all Council on Rehabilitation Education evaluation cycles through 1981-1982, any student currently enrolled in a Rehabilitation Counselor Education program; and in the 1982-1983 cycle, a currently enrolled student who has completed half of the degree coursework.

Eligibility. The ability of a program to meet the criteria for consideration by the Council on Rehabilitation Education.

Employer. The employer of a recent graduate of a Rehabilitation Counselor Education program.

Evaluation cycle. The Council on Rehabilitation Education evaluation cycle.

Faculty. The teaching faculty of a Rehabilitation Counselor Education program. Also see faculty member and coordinator.

Faculty member. Faculty member of a Rehabilitation Counselor Education program who teaches full-time or part-time.

Functional area. One of eight rehabilitation counseling competency categories identified in the standards for Rehabilitation Counselor Education programs and under which specific performance tasks are grouped.

Functional area ratings. The eight areas of graduate preparation and performance are assessed using the following scale: "1--Very inadequate," "2--Less than adequate," "3--Adequate," "4--More than adequate," "5--Very adequate," and "DK--don't know" when not enough information is available to reach a judgment.

Graduate. See recent graduate.

"Less than adequate" area ratings. Where indicated, the combined "very inadequate" and "less than adequate" area ratings.

"More than adequate" area ratings. Where indicated, the combined "more than adequate" and "very adequate" area ratings.

"Nonratings". "Don't know" responses and nonresponses to items by survey respondents.

Performance tasks. One of 110 entry level rehabilitation counseling tasks that a master's degree rehabilitation counselor should be able to perform satisfactorily.

Performance task ratings. The 110 tasks of graduate preparation are assessed as follows: "weak" when performance is "particularly weak," "strong" when performance is "particularly strong," no response when performance is neither "particularly weak" nor "particularly strong," and "DK-don't know" when not enough information is available to reach a judgment.

Recent graduate. A student who graduated from a Rehabilitation Counselor Education program in the two years immediately preceding an accreditation evaluation. Exception: In order to meet the process minimum of 30 recent graduates from an individual program, it is sometimes necessary to include students who graduated in the third preceding year.

Recognition. The formal acknowledgment that a program has been judged as being in compliance with applicable standards or conditions. The Council on Rehabilitation Education grants three types of recognition: Candidate for Accreditation, Preliminary Accreditation, and Accreditation.

Rehabilitation Counseling. The process of providing disabled and/or disadvantaged persons assistance to achieve their maximum vocational, social, and personal functioning through the use of professionally recognized interactional skills and other appropriate services.

Rehabilitation Counselor Education (RCE). The master's degree level preparation of rehabilitation counselors.

Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaire for Employers of Graduates (Appendix A). A survey instrument used by the Council on Rehabilitation Education to obtain ratings of graduates' performance. There are 110 performance tasks grouped into the following functional areas:

- Area 1 Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual clients (12 performance tasks)
- Area 2 Rehabilitation Planning and Case Management for Individual Clients (19 performance tasks)
- Area 3 Career and Vocational Counseling for Individual Clients (10 performance tasks)
- Area 4 Personal and Social Counseling for Individual Clients (21 performance tasks)
- Area 5 Job Development and Placement for Individual Clients (12 performance tasks)
- Area 6 Community Resources Utilization (19 performance tasks)
- Area 7 Recording and Reporting for Individual Clients (five performance tasks)
- Area 8 Professional Participation and Development (12 performance tasks)

A respondent is asked to rate each task and each area overall.

Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaire for Faculty, Students, Agency Clinical Experience Supervisors, and Graduates (Appendix B). A survey instrument used by the Council on Rehabilitation Counselor Education to obtain ratings of a Rehabilitation Counselor Education program and its preparation of graduates.

Part I of the questionnaire asks for ratings of 90 program characteristics or functions. These items, some of which have sub-items, are grouped into the following six sections:

- Section A Mission of the Rehabilitation Counselor Education Program (Items one and two)
- Section B RCE Organization and Administration (Items three through 21)
- Section C Academic Program (Items 22 through 54)
- Section D RCE Faculty (Items 55 through 71)
- Section E RCE Students (Items 72 through 87)
- Section F RCE Graduates (Items 88 through 90)

A respondent is asked to rate each sub-item and each item.

Part II of the questionnaire asks for ratings of graduates' preparation using the area and task item format of the employer questionnaire that is described above.

Respondent. An individual evaluator who provides information concerning a Rehabilitation Counselor Education program to the Council on Rehabilitation Education during the accreditation process.

Respondent groups. The five groups of individual evaluators are employers, faculty, supervisors, graduates, and students.

Standards. Those prescriptions of characteristics or outcomes which by general consent state a level of excellence against which programs can be compared. Standards for Rehabilitation Counselor Education are listed in Chapter V of the Council on Rehabilitation Education Accreditation Manual.

Supervisor. See agency clinical experience supervisor.

Student. See current student.

Delimitations of the Study

The investigation is delimited by the following:

1. Information on only those Rehabilitation Counselor Education programs that were seeking accreditation in the 1982-1983 evaluation period and the applicant programs in the combined 1978-1979 and 1979-1980 evaluation cycles are examined.

2. The inquiry is limited to the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaire for Employers of Graduates and Part II of the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaire for Faculty, Students, Agency Clinical Supervisors, and Graduates.

3. The program evaluations by the graduate, student, clinical supervisor, and faculty groups are separately compared with the evaluations by the employers; but there is no direct comparison of the

ratings by each of the four non-employer groups with each other. Nevertheless, ratings of the non-employer groups are compared with each other on the basis of the prior analyses. For example, the ratings by graduates and the ratings by students are each compared with the ratings by employers, and then the differences between the ratings by graduates and the ratings by employers can be compared with the differences between the ratings by the students and the ratings by employers.

Limitations of the Study

The investigation is limited by the following:

1. The research is a secondary analysis of information collected by CORE during accreditation periods that have been completed. There was no opportunity for this investigator to control and/or manipulate the research variables.
2. Because the confidentiality requirements of the accreditation process prohibit identification of either the applicant programs about which information is collected or the individual survey respondents who provide the evaluative information, the study examines aggregate data provided by CORE. Not only is the information by which to describe the study sample limited, but the lack of demographic data prevents identification and investigation of any correlations that may exist between the settings and the characteristics of the respondents and/or their ratings. In addition, it is not possible for this

investigator to collect information by which to confirm and explain the individual survey responses or to supplement the aggregate CORE evaluation data.

3. The investigation is limited by weaknesses in the data collection instruments used by the Council on Rehabilitation Education (Appendix A & Appendix B) that may affect the study results and the conclusions to be drawn. The questionnaires request judgments of graduates' preparation and performance of 110 tasks that are grouped into eight areas. One weakness is that the areas are assumed to be defined by their respective tasks, but the tasks are not operationally defined. For example, tasks in the personal and social counseling category include assisting clients "to a deeper understanding of themselves...", "with crisis resolution," and "to develop the ability to cope." Interpretations of these and other area and task items by individual evaluators may differ.

In addition, the responses are similarly nonspecific. There are five area ratings ("very inadequate," "less than adequate," "adequate," "more than adequate," and "very adequate") and two task assessments ("weak" and "strong") that may be circled by the questionnaire respondents. Although the "weak" and "strong" task assessments are further defined as "particularly weak" and "particularly strong," the degrees of both task strength and area adequacy are open for interpretation. Each survey respondent has two other response options for each item: "don't know" -- when not enough

is known to make a judgment -- and no response. Evaluators are instructed to provide no response for a task item as an assessment of graduates' preparation or performance as neither "particularly weak" nor "particularly strong." There is, however, no way to distinguish between an evaluative nonresponse and a nonresponse by oversight or for any other reason.

Significance of the Study

Rehabilitation counseling educators will be provided with data on the evaluation of program outcomes for use in planning and policy making. The study will present information on the ratings of RCE graduates' performance by employer respondents in the CORE accreditation evaluations of all applicants in two periods. Information will also be provided on the relationship of the employer ratings to the ratings of graduates' preparation by each of four other respondent groups: graduates, students, agency clinical experience supervisors, and faculty.

In addition, the investigation of accreditation evaluation data will be useful to CORE in the ongoing refinement of the accreditation process and will contribute to the literature on postsecondary self-study and specialized accreditation.

CHAPTER II

REVIEW OF SELECTED LITERATURE

The purpose of the literature review is to examine the basis for evaluation of Rehabilitation Counselor Education and to describe the methods used to evaluate Rehabilitation Counselor Education programs. The presentation is organized into four parts. Part One reviews selected literature on the rehabilitation counselor role and function and Part Two reviews selected literature on the evaluation of rehabilitation counselors; Part Three reviews selected literature on education in rehabilitation counseling and Part Four reviews selected literature on the evaluation of Rehabilitation Counselor Education.

Part One: Review of Selected Literature on Rehabilitation Counselor Role and Function

A description of rehabilitation counseling in the public and private sectors is followed by a review of selected literature on the role and function of the rehabilitation counselor.

Rehabilitation counseling

Rehabilitation counseling is a socially and legally recognized profession that is concerned with the development of disabled individuals. The goal of (re)habilitation is that disabled and/or disadvantaged individuals achieve optimum levels of functioning in all areas, i.e., physical, psychological, social, and vocational. A comprehensive rehabilitation program provides and/or coordinates the services of many human service specialists. The rehabilitation agent who most commonly fulfills this role for the disabled client is called a rehabilitation counselor.

The development of rehabilitation counseling has been largely that of a public service profession. Rehabilitation counseling has been created and nurtured by legislative mandates, the consequent expansion of the state-federal rehabilitation programs, and federal support of training programs for rehabilitation workers. The majority of rehabilitation counselors serve the clients of public programs (Kuehn, 1984).

The state-federal rehabilitation program is administered by the federal Rehabilitation Services Administration (RSA) in Washington, D.C. There are ten regions and ten regional offices throughout the United States. The RSA regions are presented in Figure 1. There are also 56 "state" rehabilitation agencies including agencies in each of the 50 states, the District of Columbia, Guam, Puerto Rico, American Samoa, Trust Territory, and the Virgin Islands (Bitter, 1979, p. 6).

REGION I

Connecticut
Maine
Massachusetts
New Hampshire
Vermont
Rhode Island

REGION II

New Jersey
New York
Puerto Rico
Virgin Islands

REGION III

Delaware
District of Columbia
Maryland
Pennsylvania
Virginia
West Virginia

REGION IV

Alabama
Florida
Georgia
Kentucky
Mississippi
North Carolina
South Carolina
Tennessee

REGION V

Illinois
Indiana
Michigan
Minnesota
Ohio
Wisconsin

REGION VI

Arkansas
Louisiana
New Mexico
Oklahoma
Texas

REGION VII

Iowa
Kansas
Missouri
Nebraska

REGION VIII

Colorado
Montana
North Dakota
South Dakota
Utah
Wyoming

REGION IX

Arizona
California
Hawaii
Nevada

REGION X

Alaska
Idaho
Oregon
Washington

Figure 1. Rehabilitation Service Administration Regions
(NCRE, 1982, p. v).

The state agencies, often called Bureaus of Vocational Rehabilitation or Divisions of Vocational Rehabilitation, have numerous local offices. There are separate state agencies and offices for the blind in 28 states (Bitter, 1979, p. 6). For example, the Region I RSA office is located in Boston, Massachusetts. The representative state agencies of the state-federal system are the Massachusetts Rehabilitation Commission and the Massachusetts Commission for the Blind. Each of these analogous agencies has offices in Boston, Springfield, Worcester, Holyoke, Greenfield, and/or other communities throughout the state.

Rehabilitation services for persons ages 16-64 are also provided by private-not-for-profit (voluntary) and private-for-profit (proprietary) programs in settings that include sheltered workshops, residential programs, community day-care centers, educational institutions, and hospitals. In addition, private-for-profit vocational rehabilitation of the injured worker is a rapidly growing area of professional practice, the growth of which is generally attributed to the 1972 expansion of workers' compensation benefits to include rehabilitation services and to the limited resources of the public agencies to meet the needs of business and industry (Mitchell & Sink, 1983, p. 1).

Rehabilitation counselor role and function

The role of the rehabilitation counselor is generally acknowledged to have originated with the civilian Vocational Rehabilitation Act, 1920. The first job description appeared the following decade with the practitioner called a rehabilitation worker, agent, or officer (Obermann, 1965). The term rehabilitation counselor was first used by Finch (1937) in discussing the qualifications required to work with the problems of disability, but it was not until the Vocational Rehabilitation Act Amendments of 1954 that rehabilitation counseling services were written into law.

Rehabilitation counselors differ greatly from one another in the positions they hold and the performances expected of them. "Role" is generally considered to be the pattern of behavior connected with a particular position in society and "function" in this study is the constellation of professional activities assigned to the rehabilitation counselor role.

Since the mid-1950s there has been an ongoing attempt to describe the rehabilitation counselor role and function. Johnston (1957) described the rehabilitation counselor "as he really is": a recognized community leader interested in the preservation and development of human values who has unique and unusual competency in two or more disciplines (p. 10). An "operational" definition of rehabilitation counseling" was formulated by Lofquist (1959): "a continuous learning process involving interaction in a

nonauthoritarian fashion, between two individuals whose problem-solving efforts are oriented toward vocational planning" (p. 8). In asking "counselor or coordinator?" Patterson (1957) forecast the multidirectional development of rehabilitation practice. The rehabilitation counselor today may be a counselor, a coordinator, a counselor-coordinator, or a specialist in a particular component of the rehabilitation process. White (1975) proposed a change in the title of the role from rehabilitation counselor to rehabilitation clinician -- a term intended to incorporate all professional rehabilitation functions. Regardless of job title, differences in perceptions have implications for the evaluation of rehabilitation professionals.

Jaques (1959) conducted task-specific research on nearly 2,000 "effective" and "ineffective" rehabilitation behaviors that had been identified by practitioners and were categorized as follows: creating of a therapeutic climate, structuring (arranging, structuring, and defining limits), information gathering, evaluating, and information giving and interaction. The largest number of behaviors were grouped under the creation of a therapeutic climate (p. 76) and behaviors relating to the client-counselor relationship were ranked "most critical" (p. 77).

A comprehensive study of the role and function of the rehabilitation counselor was undertaken by Muthard and Salomone (1969) for the American Rehabilitation Counseling Association. A task statement inventory was used to elicit perceptions of 119

rehabilitation counseling tasks as solicited from more than 250 agencies and practitioners, and the final revision of the instrument grouped tasks into the following competency categories: counseling, vocational and social counseling, psychological testing, providing occupational information, arrangement and coordination of rehabilitation services, placement and follow-up, and collaboration with other rehabilitation workers. The researchers subsequently surveyed nearly 400 rehabilitation counselors --- selected from a national roster of those employed by general state agencies, state agencies for the blind, and private agencies --- to determine the extent to which a task is part of one's job and the extent to which a task should be part of one's job. Although there were substantial differences in the proportion of time allotted to specific tasks by counselors in different settings, the respondents conceptualized their work similarly and assigned highest ratings to the specific tasks of affective counseling, vocational counseling, and placement (p. 109).

Scorzelli (1975), Wright and Fraser (1975), Fraser and Clowers (1978), and Parham and Harris (1978) also surveyed rehabilitation professionals to determine what practitioners were doing and/or the amount of time spent in each activity. The assumption of these investigations was that what rehabilitation counselors were doing should be taught in preparation programs. Conversely, a study by Tripp (1975) surveyed rehabilitation educators assuming that what was being taught should be put into practice. All of these investigations

used questionnaires to gather data and there was no observation or follow-up to confirm responses. Informative competency category listings were produced, but the variation and overlap in activity labels makes comparisons difficult. For example, the Muthard and Salomone (1969) investigation grouped tasks into seven categories including "counseling" and "arrangement and coordination" of rehabilitation services. "Client counseling and planning" and "case management and special services" appear among the 12 Wright and Fraser (1975) categories and the 12 Parham and Harris (1978) competencies. The Fraser and Clowers (1978) list with 15 categories includes "counseling and mutual interaction with clients," "coordination of clients' adjustment or training program," and "provision of special services." The Tripp (1975) list of 11 knowledge or skill categories includes "psychological and counseling theory," "counseling skills," and "case process and management skill." Among the 16 Scorzelli (1975) competencies are "vocational counseling," "therapeutic counseling," "work adjustment counseling," "group counseling," and "coordination/case management."

The development of an RCE accreditation mechanism included research on counseling tasks by the University of Wisconsin Regional Research Institute (Reagles & Wright, 1974, p. 3). A listing of variables related to the pre-professional training of rehabilitation counselors -- using suggestions primarily from education -- was sent to all RCE programs asking that each item be rated for relevancy for

accreditation, feasibility of collecting that data, and the best source of that data (p. 9). In order to prepare a listing for field testing the items were collapsed into 23 categories and sent to the administrators of private facilities and state agencies for ratings of relevancy. Of the 75 RCE programs in 1973, 41 participated in the pre-accreditation research activities (p. 13). Data was collected from 101 program coordinators and other faculty, 593 graduates, 1,011 students, 26 former students (dropouts), 232 clinical supervisors, and 234 employers of graduates (pp. 17-20). Statistical analyses were used to determine what items should be deleted or modified with the following criteria for retention: .50 correlations with CORE rating scales, discrimination among the programs, and discrimination between the "high" and "low" programs as defined by CORE ratings. Because less than five percent of all items failed to meet one of the criteria, the item content of all scales was retained (p. 21). Without altering basic content, refinements were made to consolidate specific items that were not discriminating (CORE, 1976, p. 2) and the listing of items in the 1978 CORE manual contains almost all of the items originally proposed. In addition to "efficient work habits..., effective work personality..., and personal maturity, adjustment and commitment to the profession" (CORE, 1978, p. 32); entry level rehabilitation counselors should satisfactorily perform 110 tasks grouped into eight functional areas:

1. Interpretation of medical, educational, social, vocational evaluations for individual clients
2. Rehabilitation planning and case management for individual clients
3. Career and vocational counseling for individual clients
4. Personal and social counseling for individual clients
5. Job development and placement for individual clients
6. Community resources utilization
7. Recording and reporting for individual clients
8. Professional participation and development (pp. 32-36).

Harrison and Lee (1979) conducted a study to determine the relevance of proposed competencies for the development of a competency-based RCE program. The 48 respondents were active professionals: 17 were female and 31 male; 18 were employed in the state-federal vocational rehabilitation system, 15 in private agencies, and 5 in schools or universities; and all were members of the National Rehabilitation Counseling Association in Michigan (p. 135). The 90 competency statements in 11 areas were generated using instruments from prior studies and interviews with rehabilitation counselors, supervisors, and administrators in the Michigan Bureau of Rehabilitation (p. 136). A task statement inventory was simultaneously administered to all participants. They were asked to rate the extent to which each competency was a part of his or her job. Responses were measured on a scale ranging from "1-not a part of my job," to "8-a most significant part of my job." Data were analyzed by

descriptive and inferential techniques. More than two-thirds (63 out of 90) of the competencies received a mean rating of more than "4-a part of my job" and, among them, 44 items received a mean rating of more than "5-a substantial part of my job." Administrators attached greater importance than counselors to identifying critical issues in medical consultation and in writing consultation requests; explaining vocational rehabilitation; and identifying principles and theories of program development, organization, and management (p. 136). The respondents considered that most of the competencies in the following categories are relevant to the rehabilitation counselor role: counseling process; case management; human behavior; client assessment; medical aspects of disability; and job analysis/placement/restructuring (p. 138). Competencies in the following areas were not particularly high in demand: the philosophy of rehabilitation, research utilization, and management and supervision of vocational rehabilitation services (p. 139). Although competencies in research, management, and supervision may not be required in direct client contact, it was suggested that counselors interested in leadership positions may wish to reassess their ratings in these areas (p. 141).

Rubin and Emener (1979) gathered information from a random sample of 31 rehabilitation counselors, 17 administrators and supervisors, and nine rehabilitation educators attending a National Rehabilitation Counseling Association Conference to determine whether they perceived changes in rehabilitation counselor practice compared

with practice, in the 1960s (p. 142). The data indicated that rehabilitation counselors were devoting less time to counseling and guidance activities, more time to paperwork, more time arranging for services, and about the same time to placement activities. In addition, it appeared counselors would prefer to spend more time counseling and less time on paperwork. The authors concluded that the significant differences between estimated and preferred percentages of time in the seven competency categories suggest counselors are experiencing "role strain" (p. 146).

Differences in rehabilitation counseling practice arise from differences in the organization and philosophy of the agencies in which they are employed as well as from the interplay of personal characteristics and experience prior to and subsequent to employment (Clements, 1957). Bureaucratic routines and regulatory procedures, the sources of funding, and demands for accountability affect an individual's functioning (Feinberg & McFarlane, 1979). In a study funded by the National Institute of Handicapped Research, Mitchell and Fink (1983) compared the functions of the private-for-profit rehabilitation counselor with the client advocacy role of the rehabilitation counselor in the public sector: the private-for-profit counselor must consider the needs and interests of the disabled person in relation to the concerns of attorneys, insurance representatives, and/or workers' compensation board members representing the person or the organization paying for the rehabilitation services (pp. 11-13).

For example, a vocational rehabilitation counselor in the private sector may have a caseload of 20 to 30 disabled workers--less severely disabled than clients of the public agency counselor with far more clients; and provide services based on expediency and cost, in a hierarchy commencing with job modification or direct placement using transferable skills--rather than flexible comprehensive services that may be best for the disabled person (pp. 8-10). The rehabilitation psychology expert may be retained by either a claimant or defendant in disability litigation to provide information to members of the legal system (Wright, 1983, pp. 15-19). In addition, Matkin (1982) surveyed 268 members of the National Association of Rehabilitation Professionals in the Private Sector to identify services offered, employment settings, and staff positions represented (p. 31). He found that the top 10 services provided include five shared by the private and public sectors of rehabilitation--vocational counseling, job placement, job development, case monitoring, and vocational evaluation--and five that are more highly emphasized in the private sector--job analysis, labor market surveying, medical case management, vocational testimony, and job restructuring consultation (p. 33).

A client's disability is frequently cited to be a factor in the difficulty of rehabilitation. Probably the greatest demand for rehabilitation counselor expertise has been made by the Rehabilitation Act of 1973, as amended. The federal legislation is oriented toward meeting the needs of all handicapped persons. The most severely

disabled and those not served by other social programs are to be given priority. Independent living services are to be provided for disabled people for whom a vocational goal is inappropriate at the time the client is initially seen by a rehabilitation agency and for whom a vocational goal may never be appropriate (DeJong, 1979; Boland & Alonso, 1982). Disabled clients are seeking longitudinal services that will assist in the development of self-determination and a reduction in psychological dependence on others, rather than simply the more traditional rehabilitation service goal of optimum physical functioning (DeLoach, Wilkins & Walker, 1983). Consumer input and partnership with service providers throughout the (re)habilitation process is mandated. However, this investigation could find no systematic study of rehabilitation counselor role and function that included consumer-clients.

Summary of the review of
literature on rehabilitation
counselor role and function

After 30 years of discussion and research there is limited agreement by practitioners, educators, and employers on the specific functions of the rehabilitation counselor role. Counseling and vocational placement continue to be two of the most significant, complex, and time-consuming rehabilitation counselor job functions (Emener & Rubin, 1980; Fraser & Clowers, 1978; Matkin, 1982; Parham &

Harris, 1978; Sinick, 1976; Sink & Porter, 1978; Muthard & Salamone, 1969). Regardless of the particular competencies or competency categories identified, there is a consensus that the rehabilitation counselor is expected to fulfill a professional role in assisting disabled and/or disadvantaged persons.

However, differences of opinion exist among and between professional constituencies when describing rehabilitation counseling as presently practiced or preferentially conceptualized. The development of rehabilitation counseling has been largely that of a public service profession with a mandated clientele. The individual's disability is frequently cited as a factor in rehabilitation difficulty, and the rehabilitation counselor in the state-federal system is now expected to serve the most severely disabled persons and those not served by other social programs. Differences in rehabilitation practice also arise from differences among employing agencies or facilities. For example, the service goal of private-for-profit rehabilitation of the disabled worker is the most expedient way to return the individual to work, rather than the traditional goal of helping the individual achieve optimum levels of functioning in all areas.

Part Two will review selected literature on the evaluation of rehabilitation counselors and rehabilitation counseling.

Part Two: Review of Selected Literature
on Evaluation of Rehabilitation Counselors

This section opens with a brief statement of the purpose of rehabilitation counselor evaluation and the identification of evaluation data sources. Selected literature is reviewed on the evaluation of practitioners by measurement of counseling outcomes, measurement of counseling process criteria, and by other methods.

Purpose of evaluation and
evaluation data sources

Some professionals believe the only defensible applications of counselor evaluation data are diagnostic in nature, that is, as a basis for identification of "potential deficiencies in counselor functioning and prescribing in-service training to improve counselor effectiveness" (Bolton, 1978, p. 192). However, primary components of most program evaluations include not only the diagnostic determination of training needs and the most appropriate caseload for each counselor, but also the provision of criteria for salary, promotion, and termination (Rubin & Reagles, 1978). The data generated by evaluation of counselors are also used to judge agency effectiveness.

In the absence of data establishing a firm link between counselor performance and client change, the following types of information are most frequently used for evaluating rehabilitation counselor performance: measurement of counseling outcomes and process criteria (Rubin & Reagles, 1978, p. 328).

Measurement of counseling product
or client outcomes

Before seriously attempting to evaluate counselor or agency performance by means of measuring client outcomes, one must have a good idea of what client outcomes are. This statement implies that relevant client outcomes can be identified, these outcomes are amenable to quantification so that counselors' performances can be compared, and sufficient resources are available for measurement of the client outcomes.

Number of case closures

Rehabilitation is conceptualized as an input, intervention, and output process. Input includes a person who needs rehabilitation, intervention is the goal-directed utilization of resources, and output occurs when a client is rehabilitated by achievement of individualized goals. In addition, the case of a nonrehabilitated client may be closed when all planned services has been provided and the public agency can provide no additional services (Walls & Tseng, 1976, pp. 209-211).

Although rehabilitation is defined in qualitative terms, counselors and agencies are most commonly evaluated on a quantitative basis. Counselor effectiveness is defined as the number of rehabilitation plans prepared and the number of case closures (Crisler & Barney, 1976). The case closure data collected on individual

counselors is combined for presentation in the literature. For example, Obermann (1960) reported the following case closure information on the state-federal system:

1. With more than 20 states participating in the vocational rehabilitation program, the number of persons rehabilitated in 1925 was 5,825--a total that was not exceeded until 1934 (p. 247).

2. Although there were 44 states participating in 1930, only 45,000 persons had been rehabilitated between 1921 and 1930 (p. 267).

3. With the Vocational Rehabilitation Act Amendments of 1943 authorizing the provision of surgery to reduce a disability, transportation, prosthetic devices, etc. and providing for services to war disabled citizens (p. 286), the number of persons who were rehabilitated doubled from 20,000 to 40,000 in 1943 (p. 288).

4. The number of persons rehabilitated dropped to 36,106 in 1946, but the figure rose to 51,575 in 1947 when there were 52 general rehabilitation agencies and 32 agencies specializing in the rehabilitation of the blind (p. 294).

5. The Vocational Rehabilitation Act Amendments of 1954 provided for extension and improvement through special project grants for research and demonstration projects and by 1959 the total number of persons rehabilitated rose to 80,739--45 percent more persons than reported rehabilitated in 1954 (p. 316).

The state-federal system has expanded to employ 14,074 rehabilitation professionals (English, Oberle, & Bryne, 1979, p.

25/101), but the data readily available in the rehabilitation literature is less specific. For example, in 1985 state agencies can be expected to serve "approximately the same numbers as will be served in 1984--about one million" and there will be an investigation of the wide variation in rehabilitation rates between states and the changes in rehabilitation rates over time (National Rehabilitation Association [NRA], 1985, p. 1).

As early as the 1920s it was recognized that the state-federal closure reporting system may encourage a maximum number of closures rather than the quality of services and that a selection of clients who can be rehabilitated in a comparatively short time would increase the number of closures (Obermann, 1965, p. 250). Other criticisms of number-oriented evaluations include the possibility of premature case closures, uneven case flow, distortion in reporting, and no recognition for effort expended in cases closed nonrehabilitated (Walls & Tseng, 1976, pp. 212-213). Nevertheless, the gross concept of a case closure evaluation criterion is "preferable to no criterion at all" (Walls & Tseng, 1976, p. 213).

Weighted case closures

Critics of a traditional case closure criterion most commonly propose weighted case closure measures to compensate for factors that may influence the process outcome. Probably the most widely accepted differentiators are client age, education, and "severity" of disability (Lawlis & Bozarth, 1971).

The Rehabilitation Act of 1973 defines a severe handicap as a disability which requires multiple services over an extended period of time and results from amputation, blindness, cancer, cerebral palsy, cystic fibrosis, deafness, heart disease, hemiplegia, mental retardation, mental illness, multiple sclerosis, muscular dystrophy, neurologic disorders (including stroke and epilepsy), paraplegia, quadriplegia and other spinal conditions, renal failure, respiratory or pulmonary dysfunction, and any other disability specified by the Secretary of HEW. (Laurie, 1977, p. 286)

Nowhere is a minimal disability defined, and it would be even more difficult to define a moderate disability other than by saying it fell between the two extremes. An additional problem in description is that disability conditions are generally not static: People acquire new competencies through experience, coast into remission, lose ability because of a progressive disorder, or slow down because of the normal processes of aging (Laurie, 1977).

In spite of the difficulties in definition, several specific case closure weightings have been proposed and/or implemented. A survey of state directors in 1969 revealed that there were no formal methods of weighting case closures, but three states reported using informal weighting systems that had no written guidelines (Silver, 1969, p. 14). A rating scale was developed by Silver (1969) with 15 disabilities in a continuum of difficulty to rehabilitate---as judged by 126 practicing counselors---and each disability was paired with each other disability. The participants were instructed to choose the one disability in each of the 105 pairs they felt would be more difficult to place in employment. In another exercise using a seven-point continuum ranging from "extremely difficult" to "not too difficult,"

cerebral palsy, was consistently listed as the most difficult to place in employment and was followed by three clusters of the remaining fourteen disabilities. The actual use of this scale for counselor evaluation is not reported.

The Rehabilitation Difficulty Scale (Kunce, Iocono, & Miller, 1974) is a device based on counselor judgments of vocational outcomes that is intended to be used for adjustment of counselor caseloads. This scale could also be used to assess counselor production and give more credit for successes with those clients whose prognosis is judged to be less optimistic. The authors raised the question of whether a satisfied client whose case is closed unemployed is a better or worse outcome than a dissatisfied client whose case is closed employed (Kunce et al., 1974, p. 128).

Thomas, Henke, and Pool (1976) proposed a multiple-measure system that would give a counselor credit for client movement through the rehabilitation process stages: the number of clients found eligible or ineligible, the number started in rehabilitation service programs, the number rehabilitated, and the number served but not rehabilitated (p. 74).

Cooper, Harper, and Davis (1980) investigated the relative importance of different types of successful outcomes as judged by line supervisors, counselors, and clerical staff. This was accomplished by grouping the proposed 12 closure types into groups of four and asking each of the 198 participants to rank order the types in each of the 33 groups. Possibly the most useful result of this study was the

formulation of a system of weights for the various levels of closures. Although there were no significant differences between the types of personnel with regard to priorities, weights were assigned based on the perceptions of the counselors and supervisors. It was proposed that a counselor be evaluated by receiving points for employment closure depending on the following outcome characteristics:

<u>Type</u>	<u>Definition</u>	<u>Weight</u>
1	Competitively employed making above minimum wage and removed from public assistance	2.1518
2	Competitively employed making above minimum wage and never received public assistance	2.0029
3	Competitively employed making above minimum wage and receiving public assistance at closure	1.5690
4	Competitively employed making below minimum wage and removed from public assistance	1.7782
5	Competitively employed making below minimum wage and has never received public assistance	1.6851
6	Competitively employed making below minimum wage and receiving public assistance at closure	1.3813
7	Noncompetitively employed making above minimum wage and removed from public assistance	1.7197
8	Noncompetitively employed making above minimum wage and has never received public assistance	1.7344
9	Noncompetitively employed making above minimum wage and receiving public assistance at closure	1.3914
10	Noncompetitively employed making below minimum wage and removed from public assistance	1.6169

11	Noncompetitively employed making below minimum wage and has never received public assistance	1.4705
12	Noncompetitively employed making below minimum wage and receiving public assistance at closure	1.0000

Nonsuccessful rehabilitations would receive no outcome credit (Cooper et al., 1980, pp. 15-16). When this technique was applied to the 1978 outcome totals for 61 general caseload counselors, the mean was 91 points with a standard deviation of 32 and only ten percent of the counselors fell below the mean by as much as one standard deviation (Cooper et al., 1980, p. 17).

Client change in social and/or psychological areas

The conclusion drawn by Walls and Tseng (1976) from a comprehensive review of studies using social and psychological measures for prediction of successful rehabilitation closures was that the research results were general and based only on weak relationships between variables. However, counselor performance can be inferred from client change in social and/or psychological areas. From Hawryluk's (1974) self-perception scale of 10 descriptive statements of psychological well-being, 300 multiple choice questions were generated. After field-testing, the instrument was reduced to 150 items, and in the present machine-scorable form the Human Service Scale (Rubin & Reagles, 1976, p. 337) is a widely used pre-post measure of client change.

Sustention of rehabilitation

Sustention of client benefits would seem to be a legitimate counselor evaluation criterion because the federal standards are specifically concerned with sustention of client benefits (Rubin & Reagles, 1976, p. 339). However, permanent rehabilitation is unrealistic for many clients as a result of external factors over which the counselor and/or agency have little control: labor market depression or disease progression, etc. No study was located concerning sustention of benefits as an evaluation criterion.

Cost effectiveness

While it is theoretically possible to compare the cost of providing services with the value of client benefits, many human service administrators find even the prospect of quantification "dehumanizing" (Pollard, Hall, & Keeran, 1976, p. 16). Simple cost-benefit approaches have been used to facilitate cost efficient decisions, but an RSA investigation of 18 agency programs revealed extreme variation in results and it was concluded the majority reflect untested assumptions (Noble, 1977, p. 347). In a study of critical variables for prediction of rehabilitation it was determined that the more money spent per rehabilitation, the fewer rehabilitations per counselor; and the greater the case service expenditures average per counselor, the greater the number of rehabilitations per counselor (Lawlis & Bozarth, 1971, p. 138). Atkins (1979) described an in-house corporate rehabilitation program and gave an example in which the

company saved \$100,000. However, no studies are reported on counselor evaluation by the functional criteria specific to private-for-profit rehabilitation.

Rubin and Reagles (1976) designed the Counselor Productivity Index for comparison of performance by counselors working under similar environmental conditions. An individual counselor's productivity index is computed by dividing the counselor's benefit index by the counselor's cost index. Simply, the counselor's benefit index is benefits accrued by the counselor's clients divided by average benefits accrued by agency clients; and the counselor's cost index is average dollar amount expended by the counselor on clients, multiplied by the number of cases closed, divided by the average dollar amount expended agency-wide, multiplied by the number of cases closed. The actual calculations require computation by disability group and an addition of results. There is a potential for the use of such a system for measurement of differential counselor efficiency, but a major problem is the initial definition of terms. For example, benefits that can be expressed in monetary terms could be as simple as the change in client earnings from intake to closure or as complicated as an individual agency chose to use (Rubin & Reagles, 1976, p. 340). There are also difficulties in establishing the basic evaluation criterion of cost efficiency. No rehabilitation employee cost-benefit analysis using the Rubin and Reagles Counselor Productivity Index has been reported in the literature.

In the early days of the state-federal program there was a need to make the program appear as successful as possible (Obermann, 1965, p. 248) and cost-effectiveness data appeared in the rehabilitation literature. In his 1965 history of vocational rehabilitation, Obermann reported (a) it cost an average of \$266 per person for the 45,000 rehabilitations between 1921 and 1930 (p. 267), (b) in 1928 it was estimated it would cost an average of \$250 to rehabilitate a person in comparison with a cost of \$300-500 to maintain a person in a custodial institution (p. 260), and (c) in 1944 there were 44,000 disabled persons rehabilitated into employment at a cost of about \$150 each (p. 291). In the mid-1980s, more than \$1 billion are authorized annually to fund the basic state-federal program serving about one million persons and another \$100 million are provided to implement other parts of the Rehabilitation Act of 1973, as amended (NRA, 1984, p. 3).

Before seriously attempting to measure a counselor's effectiveness on job tasks one must have a good idea of what those tasks are. This statement implies that significant job tasks can be identified, the extent of counselor deviation from accepted procedures on such tasks can be accurately and objectively measured, and that sufficient resources are available for measurement of counselor performance. The review of selected literature on the rehabilitation counselor role and function in Part One presented the unresolved debate on the actual and/or appropriate rehabilitation counselor role and function.

Observation

A significant number of rehabilitation counselor competencies are exercised in one-to-one client interviews or counseling situations. Although there are no direct observation evaluation methods reported in the rehabilitation literature, an attempt has been made to evaluate counselor competencies by the review of tape-recorded interviews. Using the Rehabilitation Counseling Interview Subrole Behavior Scale (RCISBS), raters trained in use of the instrument can reliably allocate moment-to-moment counselor responses among 12 subrole categories: information giving, rapport building, confrontation, etc. (Rubin & Reagles, 1978, p. 332). However, identification of counselor interview style is not necessarily an assessment of interview effectiveness.

Schenzinger (1981) proposed a counselor evaluation method which takes into consideration counselor performance from referral through case closure. Quantified objectives relate to client outcomes and counselors may be given credit for the number of severely disabled clients who are being served or who have been rehabilitated. Objectives are to be selected from the following: number of referrals, number of service applicants, client time in applicant status, client acceptance, rate, the number of rehabilitation plans written, percentage of cases in active status, rehabilitation rates, and number of rehabilitations (Schenzinger, 1981, p. 28). A weight assignment for each objective is mutually determined by the counselor and supervisor to reflect any difficulty the counselor may be having

and for each objective a conversion table indicates points that may be earned at each identified achievement level. With achievement of goal arbitrarily set at 100, scores can range from 50 to 150 and an average score for each objective in the 90-105 range can be interpreted as counselor goal achievement.

Case review

On the assumption that case documentation is a reflection of actual case practice, the records of individual public agency clients are reviewed to determine whether or not the counselor has followed federal regulations governing program process and counselor performance.

As reported by Brenes and McFarlane (1981), the case review process was the outcome of regional rehabilitation training activities commencing in 1974. A state-federal liaison with the San Diego State Rehabilitation Counselor Program was formalized to develop state program evaluation standards. The process was field tested in Hawaii, Nevada, and California in 1976 and 1977. A refined instrument package with recommendations for strengthening the training and data analysis components of the process was field tested in Arizona in 1978. College rehabilitation programs in each federal region were asked to develop a process manual for their respective areas. Revised regional manuals--differing little from one another except in terminology with which the regional practitioners are familiar--are in use nationwide.

The Region I Case Review Process Manual (Cowie & McCarthy, 1979) provides detailed instructions and sample forms for the entire evaluation process from the random selection of cases for review to the analysis of data. Rationales are provided for caseload standards and an appendix discusses special case requirements.

It is presumed that the counselor is the case manager and the caseload manager, seeking information and taking action based on that information. The evaluation focuses on the points of client status transfer throughout the rehabilitation process. Questions are asked at each transfer point to determine if specific information is obtained and specified tasks are performed, how the counselor justifies the transfer decision, if planned actions were carried out, and if plans are being made to meet the objectives of the new status.

This case/caseload review process is one method by which to move toward improved accountability in rehabilitation. Validity problems with informal case review evaluation have been significantly reduced by standardization of the process and the use of trained raters. Items on the form appear to be restricted to those in which a relation between case record content and actual counselor behavior have been established (Brenes & McFarlane, 1981). However, there is no evidence that items on the forms have been limited to those behaviors that have a demonstrated correlation with client outcomes.

The case review project was based on (a) the opinion that a program defined in qualitative terms should be evaluated in predominantly qualitative terms, and (b) the belief that a

qualitatively-based program evaluation system could be developed (Cowie & McCarthy, 1979, preface). While the stated focus of the evaluation process is on the state agency caseload rather than individual client cases, data is generated on the randomly selected performance of all counselors. A form is provided on which to record and summarize the performance of each rehabilitation counselor on a monthly, bimonthly, quarterly, and/or thirdly basis. The only information summarized on this form is quantitative: the number, if any, of client transfers from one process stage to the next.

Client involvement

The client-centered Rehabilitation Act of 1973 and its subsequent amendments mandate client input and participation at all stages of the rehabilitation process. A survey of counselors and agency supervisors by Emener and Andrews (1977) revealed that the majority of respondents believe the existence of an individualized rehabilitation plan is being used as an evaluation tool to measure client involvement in the process. Their perceptions may be valid because client involvement is not operationally defined and the term does not appear in any of the evaluation methods described in the literature.

Self evaluation

Rehabilitation counselors who recently graduated from RCE programs evaluate their preparation and/or performance in functional

areas and on specified tasks as a component of the program accreditation process described in the fourth part of this chapter.

Other methods and/or criteria

Other methods and/or criteria for evaluation of rehabilitation counselors or rehabilitation counseling services include: the counselor certification process, feedback from client-consumers, and the identification of unmet need for rehabilitation.

Counselor certification

The Commission on Rehabilitation Counselor Certification (CRCC) process provides verification that an individual has met certain minimum standards that have been established by the profession. These standards include educational preparation, supervised internship or employment with a certified counselor, acceptance of a code of ethics, and the demonstration of competence by achieving a passing score on the certification examination. CRCC was incorporated in 1974, and by 1979 10,000 professionals had been awarded certification either by grandfathering or by examination and were entitled to use the designation "CRC," Certified Rehabilitation Counselor, after their names (Livingston, 1980, p. 115).

The certification examination consists of 300 multiple-choice questions in the following areas:

1. Rehabilitation philosophy, history, structure, ethics, and laws
2. Medical aspects of disability

3. Psychological aspects of the handicapping condition
4. Job placement and development of job opportunities for the handicapped
5. Occupational information, the world of work, job modification, and re-engineering
6. Counseling theory and techniques of counseling
7. Community organization and resources
8. Psychology of personal and vocational adjustment
9. Evaluation and assessment (work evaluation)
10. Ability to utilize research findings
11. The delivery of rehabilitation services
12. Independent living rehabilitation services (CRCC, 1981, p. 19).

Many of the questions require an application of knowledge rather than a recall of factual information. Credit is given for the best response as determined by the item authors and validated by a field testing process. CRCC maintains a task force of professionals who continually add to and upgrade the examination question pool (CRCC, 1981, p. 19).

As reported by Livingston (1979), the examination was developed and field tested by a process involving over 8,000 rehabilitation counselors to develop an item pool that contained reliable and valid questions. In 1973 the Commission appointed a 12-member task force of rehabilitation professionals to formulate 60 multiple-choice questions in their own specialty related to areas of rehabilitation counseling

practice defined by the Commission. The writers exchanged their questions with each other to clarify ambiguities in content and form before the items were placed in a pool (p. 111). A number of different forms were used during each administration of the examination during the grandfathering period and each individual taking the examination was asked to rate each question for relevance. An analysis was made after each administration and split-half reliabilities were calculated. Internal reliability improved from .66-.76 over the five forms in July and October 1974 and .69-.72 on the four March 1975 forms to approximately .82 during both July and October 1975 (p. 113). Concurrent validity of the field review examination taken by 3,982 individuals in July and October 1975 were determined by a comparison of the examination scores and variables of a demographic questionnaire. There were 12 common factors among the 37 of the 67 possible predictor variables that were significant at the .05 level in July 1975 and 45 at this level in October 1975 (p. 114). From an item analysis of performance on the July 1975 administration utilizing subgroups of an undergraduate population as compared to rehabilitation counselors taking the same examination, it was found that rehabilitation counselors performed significantly higher on 70 percent of the items, and it appeared construct validity had been established for at least a portion of the items in the pool (p. 114).

Whether rehabilitation counselors are employed in private or public practice, it is desirable to have an indication that professional competence is maintained (Sinick, 1977). Individuals who

pass the CRCC examination are initially certified for a period of five years, and all CRCs who complete 150 contact hours of acceptable continuing education courses in each succeeding five years are able to maintain certification without reexamination (CRCC, 1981, p. 31). Evidence of course participation may not be equivalent to test performance as a measure of competence, but the CRCC maintenance requirement encourages professional growth and development.

The intent of the CRCC process is to establish a national professional scale that may be used as a measure by any group, agency, or individual, but not to certify any individual as suitable for employment or to impose personnel requirements on any agency or facility. Nevertheless, CRCC national standards have been written into federal regulations for intermediate health care facilities, some accreditation standards for private rehabilitation facilities, CORE's educational standards, licensing standards for rehabilitation counselors in selected states, and employment and/or promotional standards for some agencies and facilities (CRCC, 1981). Practitioners in the private sector are also making attempts to utilize the national standards and the American Association of Rehabilitation Professionals in the Private Sector (AARPPS) has petitioned CRCC for membership (Matkin, 1981a).

Client feedback

It is believed that correlates of client satisfaction can be identified and that measurement of consumer satisfaction is feasible.

For example, in a questionnaire survey of 288 clients terminated from a university counseling clinic, the participants tended to report they obtained what they wanted from the process when counselors had played an active, directive role (Grigg & Goodstein, 1957). Reagles, Wright, and Butler (1970) believed the primary correlate of satisfaction is intensity of the rehabilitation process as judged by time and attention devoted to the client, but there was no reduction in reported satisfaction when counselor caseload was increased tenfold during the period of their study.

The independent living rehabilitation literature suggests there is a significant discrepancy between the rehabilitation professional and disabled consumer viewpoints concerning appropriate rehabilitation goals and process (Crewe & Zola, 1983; DeLoach, Wilkins, & Walker, 1983). In a 1979 study of 11 independent living centers in California 368 questionnaires were returned from 42 percent of a systematic random sample of the approximately 18,000 individuals served annually (Stoddard, 1983, p. 275). The study report described the disabled respondents and identified services received, but the evaluation results were not as specific: "Most clients...reported no impact on their relationships with family, friends, or the larger community," and "about one-third...indicated a positive effect on social relationships with friends and members of the community" (p. 287).

Literature on the need
for rehabilitation

In addition to reporting the successes of rehabilitation obtained from program studies of people receiving services, the rehabilitation literature identifies the unmet needs of disabled people. There were hundreds of thousands of permanently disabled people in 1930, but there were only 143 rehabilitation workers in 44 state-federal programs and only 20,394 clients were in the process of being rehabilitated (Obermann, 1965, p. 267). By the late 1970s there were 14,074 rehabilitation professionals--not all of them rehabilitation counselors--employed in the state-federal system (English, Oberle, & Bryne, 1979, p. 25/101) and the system serves approximately one million clients annually (NRA, 1984, p. 1). On the other hand, a comprehensive study of disability by Bowe (1983) identified 13,102,000 disabled persons among the 147,306,000 persons ages 16-64 (p. 5). Bowe's study analyzed data from the 1980 census and the 1981 and 1982 current population surveys and his findings are limited to people who are not institutionalized. People were classified as disabled if they (a) reported a health problem or disability that prevented them from working or limited the amount of work they could do, or (b) answered one of several other disability-related questions. No specific information on the type or severity of disability was obtained. It was reported that the working-age disabled population receives the following

nonrehabilitation support services: 30 percent receive Social Security income, 20 percent have Medicaid coverage, 21 percent live in households receiving food stamps, and 6 percent live in public or subsidized housing (p. 6).

Summary of the review of
literature on evaluation of
rehabilitation counselors

The review of the literature has demonstrated that the qualitatively-defined practice of rehabilitation counseling is most commonly evaluated by quantitative outcome and process data. Although alternate criteria have been proposed, the number of clients rehabilitated remains the primary outcome criterion for measurement of counselor and agency effectiveness. Similarly, the case review procedures for evaluation of the rehabilitation process produce data on the number of client status changes in counselor and agency caseloads.

Other methods and/or criteria for the evaluation of rehabilitation counselors or rehabilitation counseling include (a) awarding counselor certification after verification of educational preparation, supervised internships or employment, acceptance of a code of ethics, and a passing score on the CRCC examination; (b) feedback regarding client-consumer satisfaction with services received; and (c) the identification of unmet need by comparison of the number of people served with the number of disabled persons.

Part Three will describe the preparation of rehabilitation counselors.

Part Three: Review of Selected Literature
on Rehabilitation Counseling Education

An introduction to rehabilitation counseling education and levels of training is followed by a review of selected literature on the faculty, agency clinical supervisors, students, and curricula of master's level Rehabilitation Counselor Education. Attention is given to the interest in competency-based instruction.

Purpose and levels of training

The primary purpose of education in rehabilitation counseling is to promote the effective delivery of rehabilitation services. A concomitant purpose is to meet the manpower needs of public and private rehabilitation agencies by providing practitioners with the necessary knowledge and skills to provide disabled and/or disadvantaged persons assistance to achieve their maximum vocational, social, and personal functioning through the use of professionally recognized interactional skills and other appropriate services (CORE, 1983a).

According to Steger (1974), levels of training in an ideal system would parallel a career ladder:

Prebaccalaureate education would provide an introduction to the variety of roles in the human services and develop basic skills, baccalaureate education would stress entry-

level professional competence..., education at the masters level would develop more complex, specialized skills such as program development and evaluation..., [and] doctoral education would be oriented to conceptually complex problems such as theory building, research, and broad service planning, development, and evaluation. (p. 17)

The American Rehabilitation Counseling Association (ARCA) policy statement is firm in the position that the primary objective of graduate education is to prepare the student for entry into a lifelong professional role (1968, p. 31). In addition, ongoing professional development can and should be provided under the joint sponsorship of employing agencies, educational institutions, and professional associations (Sinick, 1977).

The National Council on Rehabilitation Education (NCRE) reports there are approximately 29 colleges and universities with undergraduate rehabilitation services programs, 75 colleges and universities with master's degree level programs, and 23 colleges and universities with doctoral level programs (1982). The master's degree level preparation of Rehabilitation Counselors is Rehabilitation Counselor Education.

Rehabilitation counselor education faculty

From a survey of RCE program coordinators in the 1975-1976 school year it was determined that full-time faculty teach an average of three courses per semester in addition to field supervision, and the program coordinator teaches two courses in addition to

administrative responsibilities. The program coordinators expressing greatest satisfaction are those with programs that had achieved departmental status and in which the majority of courses were taught by either full-time or part-time RCE faculty (Vandergoot & Lawrence, 1978).

Demographic data on the 101 faculty respondents in a 1973-1974 project to design accreditation instruments for RCE programs include the following: 84 percent white, 85 percent male, 83 percent holders of doctorate degrees with a median age of 39; approximately half had been at their present institution in paid RCE employment for over five years, 42 percent were tenured faculty members, and 20 percent were full professors; a majority had some experience as vocational rehabilitation counselors; and over half were active in four or more professional organizations with 76 percent belonging to the National Rehabilitation Association (Reagles & Wright, 1974, p. 17).

Agency clinical experience supervisors

Although not employed by the RCE program, the agency clinical supervisors of students cooperatively provide an RCE training component. The 232 supervisors in a 1973-1974 project to design CORE accreditation instruments were described as follows: 54 percent had worked with students for three years or more, 68 percent had supervised four or more students in the preceding two years, and 67 percent said they had received some training in supervision; 82

percent whites, 74 percent male, with a median age between 35 and 36 years; 86 percent had at least a master's degree and about half of the degrees were in rehabilitation counseling; approximately three quarters of the sample belonged to two or more professional organizations; and 51 percent had been employed by their present agencies for five years or more (Reagles & Wright, 1974, p. 20).

Rehabilitation Counselor Education students

Admission to an RCE program is nondiscriminatory with criteria taking into account factors other than academic predictors. For example, the applicant may be asked to demonstrate commitment to and/or suitability for the field by submitting evidence of paid or volunteer experience in human services, and/or clinical interviews and psychometric testing may be used to assess the applicant's potential for establishing facilitative interpersonal relationships.

Eddy (1960) used the Strong Vocational Interest Blank to obtain data on the interests of 252 vocational rehabilitation counselors and 75 trainees. It was determined that the inventoried interests of the male and female trainers, as well as counselors, may be used to differentiate them from other professionals and also from other persons in general (p. 207). In addition, Patterson (1962) studied the student selection process by giving a test battery including the Miller Analogies Test, the Minnesota Multiphasic Personality Inventory, the Kerr-Speroff Empathy Test, and the Edwards Personal

Preference Schedule to 391 males and 154 females enrolled in RCE programs at twenty colleges and universities. Results suggested that both male and female students recruited and enrolled in the programs demonstrated characteristics similar to those enrolled in traditional counseling and other human service preparation programs: "the picture appears to be what one would expect in counselors--understanding of others and their feelings" (p. 15).

Demographic data on the 1,011 RCE students who participated in a 1973-1974 project to design accreditation instruments include the following: with a median age between 25 and 26 years, 82 percent were white and 55 percent were male; a large proportion (69 percent) were at least generally aware of the orientation of their programs prior to entry; 71 percent were full-time students and 49 percent had graduate grade point averages of 3.6 or better; 35 percent majored in the social sciences; 34 percent were attending the same schools in which they obtained their undergraduate degrees and 28 percent had received some financial aid from RSA; a substantial number (49 percent) came to graduate school with histories of work experience in rehabilitation-related occupations, and 33 percent were presently employed in rehabilitation-related settings; and the development of a professional identity was reflected in percentages ranging from seven to 48 who belonged to four or more professional organizations (Reagles & Wright, 1974, pp. 18-19).

Rehabilitation Counselor Education curricula

In addition to the essential rehabilitation knowledge and skills, RCE courses and practica are concerned with "inclusive methods and patterns of learning, professional attitudes and identification, and a critical, questioning and exploratory attitude" (ARCA, 1968, p. 3). A systems analysis perspective gives attention to the interrelationships of variables imposing on the rehabilitation process: the client, the counselor, and the rehabilitation agency; and the family, the workplace, and the society (Crystal, 1981, p. 191).

Development of curricula

The qualifications for rehabilitation counselors in state agencies were established long before formal training programs were in existence and university programs were initiated without general agreement on the training needs of counselors (Whitten, 1957). The need for cooperation between rehabilitation educators and agency employers in an effort to develop relevant preparation programs and reduce practitioner role strain has long been recognized (Harrison & Lee, 1979; Muthard & Salomone, 1969; Zwillinger, 1979). Ideally, a responsible compromise is made between the assumption that what rehabilitation counselors are doing should be taught and the assumption that what rehabilitation educators are teaching should be done. Guidance for curriculum content has been provided by professional organizations:

1. The Professional Standards Committee of the National Rehabilitation Association (NRA) encouraged development of comprehensive rehabilitation training programs. They specified the need for "stronger graduate courses in such areas as medical aspects of disability, occupational information, placement, and community resources" (NRA, 1960, p. 27).

2. In order to supplement the American Psychological and Guidance Association (APGA) statement of policy on the professional preparation and role of the counselor, ARCA issued a statement of policy on the professional preparation of rehabilitation counselors. Included in the ARCA proposal was the need for training in areas specific to rehabilitation: nature and problems of rehabilitation clients and rehabilitation settings, and supervised practicum experience in rehabilitation work settings.

Colleges and universities have developed similar but nonstandardized curricula reflecting CORE accreditation standards and the particular objectives of the program. The missions of RCE programs vary: some are more oriented toward service in the state rehabilitation agencies than others; and some focus on the master's degree as terminal rather than encouraging doctoral studies. As long as the RCE programs are producing competent rehabilitation personnel according to their individualized missions, the variability among programs is healthy (Reagles & Wright, 1974, p. 8).

The preparation of a rehabilitation counselor requires two years of study, a substantial part of which is on a full-time basis (ARCA, 1968). However, the required number of semester hours varies among programs and may also vary depending on the student's background. Either a Master of Science Degree or a Master of Education Degree may be awarded. For example, a student with an undergraduate degree in rehabilitation services, or a minor with at least 18 semester hours of rehabilitation courses, may graduate from Springfield College in Massachusetts with a minimum of 36 semester hours of credit; but the College also offers a 64 semester hour program for the student without previous rehabilitation education or experiences (Rehabilitation Counselor Training Program: Student Handbook, 1982). Students in both programs may elect to fulfill requirements for either a Master of Science or a Master of Education Degree, and the students in the 64-hour program concurrently earn a certificate of advanced study. The shorter program can usually be completed in one summer and two semesters on a full-time basis, or in two years on a part-time basis; and it is possible to complete the 64-hour program in four full semesters and the equivalent of a semester in clinical training.

Curricula components

The curricula of RCE programs include core courses, clinical experience, and specialized offerings.

Core courses. The basic courses of an RCE program include variations of the following: assessment of client needs, development

of counseling competencies, understanding of the rehabilitation process, and development of case management skills.

Clinical experience. As required by the Commission on Rehabilitation Counselor Certification (CRCC), RCE curricula include 600 hours of clinical practice supervised by a Certified Rehabilitation Counselor (CRC). The clinical practice sites are appropriate to the mission of the program and, where applicable, the agencies or facilities should be accredited or seeking accreditation by recognized bodies such as the Commission on Accreditation of Rehabilitation Facilities or the Joint Commission on Accreditation of Hospitals (CORE, 1983a, p. 15). A student generally participates in two or more placements, completing the 600-hour requirement by a full-time internship. The supervised clinical experience in rehabilitation settings provides the students with opportunities to test their aptitudes, knowledge, and counseling skills; to integrate diverse competencies; and to gain confidence in preparation for independent functioning. The students are given feedback on their performance and given an opportunity to question or criticize policy (English et al., 1979).

One student from the New York University rehabilitation program was accepted on an informal, voluntary, and part-time basis by a state vocational rehabilitation agency in 1949; and with the impetus of federal government support of rehabilitation training in the mid-1950s supervised field work programs were implemented nationwide (Warren, 1957). Formal contracts between RCE programs, rehabilitation

agencies, and students delineate the responsibilities and rights of the college clinical supervisor, the agency clinical supervisor, and the student. The contract also demonstrates administrative commitment to the provision of a practical growth experience and reinforces the supervision of students as a valued part of the counselor's role and function (Atkins, 1981).

Specialized offerings. Individual student needs are met by offering specialized courses and making available a variety of practica sites. The rationale for specialized programming includes the following: (a) Rehabilitation roles and functions vary; (b) with the increase in rehabilitation knowledge and technology, the generic counselor is illequipped and ineffective; (c) clients differ in their needs, and (d) educators and programs differ in their interests and expertise (Cook & Cooper, 1981; Hedgeman, 1976; Housman, 1976; Hutchison & Cogan, 1974; McFarlane & DiPaola, 1979; Reagles, 1978; Sink & Porter, 1978; Thomas, 1982; Usdane, 1974). For example, while rehabilitation counselors are being adequately prepared for the private sector, there are deficiencies in the specific knowledge and skills relating to the functional aspects of the free enterprise system such as basic concepts of insurance or labor-management relations (McMahon, 1979; Sales, 1979; Matkin, 1981b).

Specialized courses or concentrations train students to (a) work with specific disability groups such as alcoholics or physically disabled persons, (b) prepare for employment in particular settings such as public rehabilitation hospitals or private insurance

companies, and (c) to develop expertise in application of particular treatments such as behavior modification or affective counseling (Thomas, 1982). In addition, DeJong (1979), DeJong and Winker (1969), Ross (1979), Geist (1980), and Roessler (1981) have campaigned for a specialty to be called Independent Living Rehabilitation (ILR). In an effort coordinated with the university's special education department, a master's level ILR program was initiated at the University of Arkansas during the 1981-1982 year (Roessler, 1981). Students with basic training in rehabilitation take a block of ILR courses including recreation for special populations, adaptive physical education, home management and family living for disabled individuals, group home living and administration, and independent living and community adjustment.

However, Thomas (1982) has criticized the trend toward specialization in preparation of rehabilitation practitioners: (a) It is debatable whether a large enough body of rehabilitation-related knowledge exists about particular disability groups to warrant more than an additional course or two of preparation; (b) to specialize for particular work settings gives students an unrealistically narrow perspective on the profession; and (c) with specialization in particular treatments, a student may not be sufficiently aware of other strategies that would be equally or more effective given individual client characteristics and counselor capabilities. Identified curricula deficiencies can be corrected by the development of a specialized course and/or series of workshops (Baker & Lorenz,

1978; Geist, 1980). Therefore, Thomas (1982) recommends consideration of the following before establishment of a specialized RCE program: Make sure that graduates are not locked into something that affords limited employment opportunities; and that other disability groups, work settings, life adjustment areas, theories and techniques are not ignored at the expense of specialization (p. 51).

Competency-based instruction

Anthony, Dell Orto, Lasky, Power, Shrey, and Spaniol (1977) proposed competency-based instruction for RCE. The fundamental components of competency-based instruction include specification of objectives in behavioral terms, focus on performance skills as well as knowledge, selection of instructional methods strictly as a means to the specified objectives, criterion-referenced assessments of each individual's mastery, and individualization in the selection of objectives and instructional methods (Steger, 1977, p. 261). Rubin (1978) outlined a competency-based curriculum for rehabilitation counseling: seven broad functional categories and a listing of courses that will presumably meet the program goal of student competency development. A partially completed model for assessing student competencies at the completion of training was presented (pp. 84-85) with the comment that "eliminating the crudeness must be a future goal" (p. 81). While the categorical assignments may be valid, there is no specification of instructional methods.

Diamonti and Murphy (1977a, 1977b) point out that knowing components of a skill is not equivalent to artful performance; to provide time for individualized planning with students, there will be less emphasis on traditional courses; and when competency-based practice criteria are assessed some students will achieve mastery in fewer hours of on-site experience than is now required for counselor certification and program accreditation, and some students will take longer to achieve mastery than allotted in the present course structure. Diamonti and Murphy (1977b) argue that the setting of behavioral goals will stifle the growth of rehabilitation counseling education and distort the impact and contributions of peripheral disciplines. Although Steger (1977) recommends appropriate investigation to determine those areas of RCE that may be improved by competency-based instruction, he believes implementation of a competency-based program consistent with its basic concepts is too expensive and time-consuming for any existing program. No competency-based RCE program as conceptualized by either proponents or critics has been implemented.

Summary of the review
of literature on
rehabilitation counseling
education

The review of the literature on rehabilitation counseling education has focused on the master's degree level preparation of students for the professional role of the rehabilitation counselor. There are approximately 75 RCE programs with similar but

nonstandardized curricula including core courses, clinical experience, and specialized offerings. A student may earn either a Master of Science Degree or a Master of Education Degree.

The clinical component of the RCE curricula requires 600 hours of practical experience in a rehabilitation setting, supervised by a Certified Rehabilitation Counselor, and during which the student is expected to demonstrate growth in counseling competency. In addition to making available a variety of practice sites, individual student needs have been met by specialized courses or concentrations, work with particular disability groups in particular employment settings, or using particular techniques. The trend toward specialization at the program level has been criticized and caution is urged before implementation. Attention has also been given to the adoption of competency-based instruction for RCE, but no competency-based RCE program exists.

Part Four will review selected literature on the evaluation of Rehabilitation Counselor Education programs.

Part Four: Review of Selected Literature
on the Evaluation of Rehabilitation
Counselor Education

A statement of the purpose of evaluating Rehabilitation Counselor Education is followed by attention to data sources, criteria, and processes. Emphasis is placed on the formal program accreditation process of the Council on Rehabilitation Education.

Purposes of evaluation,
criteria, and data sources

Program evaluation is a "systematic, continuous process of providing information about the value of a program for purposes of decision-making" (Spaniol, 1977, p. 5). Although evaluation can serve other functions such as knowledge-building or the testing of theories, the major purpose of evaluating RCE programs is to provide information about the value of a program or programs for the purpose of decision-making. Whether or not evaluation is a continuous process is known only to the educators and constituents of individual programs.

There may be multiple, nonexclusive purposes in any RCE evaluation effort (Spaniol, p. 6). For example, (a) a program justification purpose concerned with insuring conformity to accreditation standards or to applicable institutional policies, (b) a planning and policy analysis purpose concerned with comparing the program's data with its own previously collected data and data from other programs, and/or (c) an organizational development purpose

concerned with the relationship of the program's efforts to the program's mission and objectives.

The criteria of RCE program evaluation are goal oriented and the most frequently used criteria are concerned with graduates' achievement: employment record, professional contribution, and/or job performance. Not only is the focus on graduates, but they are also sources of program evaluation information. Other sources include students, clinical supervisors, faculty, employers of graduates, practicing professionals, the business community, and disabled consumers of rehabilitation services (CORE, 1983, p. 12).

Self-study

Self-study is an internally-motivated, ongoing program evaluation followed by a planning and management sequence (Kells, 1983, p. 8). Self-study of RCE programs is encouraged by COPA and CORE, but the process and results are infrequently reported in the literature.

Geist, Hershenson, and Hafer (1975) surveyed the graduates of the rehabilitation counselor program at the Illinois Institute of Technology, a program that was initiated in 1966 and from which 41 trainees graduated by December 1971. The purpose of the study was to gather descriptive data to determine the kinds of work performed after graduation, the graduates' professional effectiveness as perceived by themselves and by their supervisors, and the relation of aspects of the program to job effectiveness. Of the 39 graduates who could be

located, 37 responded to the initial mail questionnaire and data was computed on age, sex, parents' education and occupation, undergraduate education, academic grades in the RCE program and reasons for entering the program, other graduate education, current employment, and professional participation. A second questionnaire on job satisfaction was distributed to graduates and a satisfactoriness questionnaire to supervisors. Results included the following: All of the 34 respondents who were employed provided counseling and/or helping services (p. 308); 29 of the 31 who responded to the second questionnaire felt they performed their job well (p. 309); and most supervisors felt the graduates had received adequate training (p. 311). The authors interpreted the specific analysis to conclude that undergraduate grade point average was not a recruitment predictor and that the competencies at which graduates perceived themselves most skillful had been earned primarily in field work.

Geist (1976) presents data on the possible implications of Rehabilitation Services Administration (RSA) monies for rehabilitation counselor preparation programs. RCE was founded by RSA monies and continues to operate within the context of national economic and political influences. When data on RSA-based evaluation criteria were gathered for the Council of Rehabilitation Counselor Educators (CRCE), it was noted that the RSA has provided funds for faculty, support personnel, special recruitment programs, and traineeships. In addition, approximately half of the 3,000 students who graduated from rehabilitation programs from 1972-1974 were supported to some degree

by RSA traineeships. Graduates who received RSA traineeships were slightly more likely to obtain employment in programs funded by the state-federal system (73 percent) than were graduates who did not receive RSA support (65 percent). The findings were interpreted to indicate that the provision of traineeships with their implied "moral obligation" to work in the public system seems to be effective (p. 157). With the percentage of total program budgets provided by university funds ranging from 10 to 100 percent, and a mean of 55.7 percent (p. 157), the adequate operation of training programs is uniquely tied to the continuing availability of RSA support (p. 158). Dellario (1980) suggested that striving to meet state-federal personnel needs and to manage grant monies cost-effectively may reduce the programming necessary to meet the criteria of other evaluation orientations.

However, "we must face reality. The majority of major self-study processes are related to accreditation" (Kells, p. 8). An established RCE program may be granted accreditation for periods of one to five years. The accreditation process is confidential and no studies on the results of individual evaluations are reported in the literature. However, Reagles and Wright (1974) provided a description of the 593 graduates of RCE programs in their study to develop a program accreditation mechanism. Demographic data included age, sex, etc., and it was noted, for example, that 87 percent of those employed worked in rehabilitation or related areas and 86 percent felt their RCE training had adequately prepared them for their jobs (p. 18).

The following study by Scorzelli (1979) was conducted in the transitional phase of changing the program at Northeastern University from one to two years to comply with accreditation standards. The study is notable because outcomes of a related decision-making process are reported. Of the 54 graduates of the program, 33 rated job tasks and functions on a four point scale of importance. The 87 job tasks categorized under 17 general rehabilitation counselor functions had been generated by a review of the literature and agency employees. The ratings of 55 nongraduate practitioners were used for comparison. The substantial overall agreement (correlation coefficient of .66 on general functions) supported the curriculum content of the program (p. 184). When discussions with students and a CORE consultant revealed the program offered little opportunity for individualization, three specializations were developed and implemented (p. 186).

Program accreditation

The Council on Rehabilitation Education, Inc., is the accrediting body for master's degree programs in rehabilitation counseling. The accreditation of RCE programs is specialized accreditation and the CORE process is unique.

Specialized accreditation

Accreditation is a voluntary process conducted by peers in nongovernmental agencies that attempts, on a periodic basis, to hold one another accountable to the achievement of stated institutional or

program goals and to assess the extent to which the institution or program meets established standards (Kells, 1983, pp. 9-10). In comparison with institutional accreditation, specialized accreditation: (a) deals with programs; (b) is organized nationally; (c) relies heavily on standards--some of which may be quantitative; (d) gives attention to goal achievement, but focuses on the determination of those programs that meet standards of good practice in the field; and (e) increasingly relies on self-study (Kells, 1983, pp. 9-10). Because specialized accreditation of some programs such as RCE is linked to licensure or certification of practitioners and eligibility for certain federal funds it is no longer a purely voluntary enterprise (Harcleroad, 1983, p. 36).

Rehabilitation professionals met in the summer of 1969 to discuss the need for an RCE accreditation process. CORE was formed in 1971 and incorporated in the District of Columbia in 1972 (CORE, 1978, p. 6). There are two appointees from each of five major organizations: The American Rehabilitation Counseling Association, the National Council of State Administrators of Vocational Rehabilitation, the National Council on Rehabilitation Education, and the National Rehabilitation Counseling Association. The purpose of CORE accreditation of RCE programs is "to promote the effective delivery of rehabilitation services to individuals with disabilities by promoting and fostering continuing review and improvement of master's degree level RCE programs" (CORE, 1983a, pp. 1-2).

The Council on Postsecondary Education (COPA)--the most comprehensive education association in the country representing virtually every type of postsecondary education--was founded in the mid-1970s to coordinate and evaluate the accreditation activities of institutional and professional associations (Chambers, 1983). Approximately 50--of the 100 accrediting bodies nationwide--were recognized by COPA in 1982 (Young, Chambers, & Kells, 1983, pp. 407-414). CORE has been recognized as the accrediting body for RCE programs since 1974 and is a member of COPA's Assembly of Specialized Accrediting Bodies and the Council on Specialized Accrediting Agencies (CORE, 1984a).

The basic pattern of specialized accreditation procedures is common to nearly every specialized accrediting body: (a) standards or criteria for accreditation are established by the sponsoring organization, (b) the program candidate conducts a self-study according to those criteria and other rules of eligibility, (c) an on-site visit is conducted by peer educators, and (d) an accrediting decision is made by an accrediting commission or committee from the sponsoring organization (Glidden, 1983, pp. 193-194). "Only one recognized specialized accrediting body varies significantly from this basic pattern, the Council on Rehabilitation Education" (Glidden, 1983, p. 194).

Council on Rehabilitation
Education accreditation

Unique among specialized accreditations. CORE is unique among accrediting bodies because its basic accreditation process does not require a site visit (Glidden, 1983, p. 194) and does require that employer evaluations of graduates' performance be used in making the accrediting decision (W. MacLeod, personal communication, March 10, 1984).

Rather than a required visit to the site of the applicant RCE program, CORE's basic procedure collects detailed data for analysis. In addition, the CORE procedures provide for a site visit under specific conditions. As explained in the accreditation manual (CORE, 1983a), it is possible that the data available on the applicant are conflicting, ambiguous, or inadequate for assessing the program's compliance with enough standards on which to base a recommendation. In such a case, that fact and a listing of the standards involved will be reported to the RCE program's coordinator with a copy sent to the institution's chief administrative officer; and they will be informed that a site visit is necessary to complete the accreditation evaluation data collection. The purpose of a site visit is to test the evidence already available and to collect additional information sufficient for assessment. A site visit is conducted only if the program requests it and agrees to pay all expenses. A site visit request may also be made without initiative by the CORE Commission on Standards and Accreditation at any time prior to the accreditation

recommendation. If a site visit is made, at least one member of the two or three team members must be a noneducator who represents employers and consumers of RCE program services.

Although a consensus has been reached that all accreditation should focus primarily on educational outcomes, practice has been slow to catch up with theory (Glidden, 1983, p. 199). Employers of graduates are a source of information on a major outcome of professional preparation programs. Specialized accrediting bodies may encourage the input of employers of graduates in program self-study and CORE collects data from the employers of RCE graduates of applicant program. The ratings of graduates' performance from individual employer respondents are combined for analysis with descriptive information provided by the program coordinator and ratings of the program's operations, the quality of students, and/or the performance of graduates obtained from the program faculty, current students, the agency clinical supervisors of student interns, and recent graduates of the program. The CORE accreditation evaluation procedures are designed "to provide for objective and valid decisions and the best possible recommendations for program improvement" (CORE, 1983a, p. 10).

Commission on standards and accreditation. The evaluation component of CORE is the Commission on Standards and Accreditation. There are 15 members who are appointed by CORE for staggered terms: five members from CORE, one from each of the sponsoring organizations; and five at-large members chosen from groups such as the general

public, minorities, handicapped consumers of rehabilitation services, and disciplines and agencies closely related to rehabilitation counseling. It is the Commission's responsibility to evaluate programs for their compliance with standards, to recommend to CORE the granting of recognition, and to ensure the evaluation procedures are effective, efficient, and fair.

Data collection instruments. Two survey instruments are used to collect CORE accreditation evaluation data: the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaire for Employers of Graduates (Appendix A) and the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaire for Faculty, Students, Agency Clinical Experience Supervisors, and Graduates (Appendix B). The employer questionnaire asks the individual respondent employer to rate a graduate's performance of 110 entry level rehabilitation counseling tasks in eight functional areas. Part I of the questionnaire used to collect data from faculty, students, agency clinical experience supervisors, and graduates asks the individual respondent to rate 90 program characteristics or functions grouped into six sections. Part II of the questionnaire asks for ratings of graduates' preparation for performance of the tasks in the areas of the employer questionnaire as follows: faculty are asked to rate how well the applicant prepares graduates to perform; students are asked how well they are being prepared to perform; supervisors are asked how well the program prepares graduates to perform; and graduates are asked how well they were prepared to

perform the tasks, whether or not they have had an opportunity to perform them.

The CORE questionnaires have been accepted as instrument validated by COPA. The CORE standards were developed by the process described in the first part of this chapter on rehabilitation counselor role and functions. In addition, research activity using 14 of the 41 programs in the data base compared empirical and traditional methods of accreditation decision-making (Reagles & Wright, 1974). The 14 programs were evaluated for accreditation using a self-study report and a site visit. In order to establish a quasi-concurrent validity criterion other CORE commission members conducted program evaluations of the 14 programs without benefit of a site visit. When the descriptive program profiles prepared in both evaluations were compared, there was no evidence that the research approach to accreditation produces a different level of rating than that provided by the traditional approach (p. 22). Test-retest reliability was obtained from a correlational analysis of the initial scores of 47 graduates and scores on questionnaires completed four months later: 82 percent of the correlations were between .50 and .80 (pp. 22-23).

There is no consensus among accrediting bodies on the meaning of the terms "validity" and "reliability," and a proposal has been submitted by COPA to the Foundation for the Improvement of Postsecondary Education to develop definitions based on the measurement concepts of content validity, the extent to which the program standards accurately embody the essential conditions or

indices of quality achievement; and procedural reliability, the extent to which all users of the standards are interpreting them consistently (COPA, 1983, 1984).

Use of data analysis. The CORE review committee prepares a statement of the program's strengths and weaknesses. This report is sent to the program coordinator with an invitation to provide additional data that might complement the report or enhance its accuracy. Any additional program data is considered by the review committee in preparation for its final report to the CORE Commission on Standards and Accreditation. The program coordinator is notified of the scheduled Commission hearing on the report and the coordinator may notify CORE in writing of intent to institute program changes. The Commission develops a written evaluation of the program that concludes with a recommendation to CORE regarding recognition and the final decision is made at the annual CORE meeting. The results of CORE's decision regarding recognition, recommendations for program improvement, and/or any conditions upon the recognition are announced in writing to the program coordinator and the institutional official(s) who signed the recognition application (CORE, 1983a, p. 9).

Summary of the review of
Literature on evaluation of
Rehabilitation Counselor Education

The multiple, nonexclusive purposes of evaluating RCE provide information about the value of a program or programs for decision-

making. The criteria of RCE evaluation are goal-oriented and the most frequently used evaluation data are concerned with graduates' employment records, professional contributions, and/or job performance.

Self-study of RCE programs is encouraged by COPA and CORE, but the process and results are infrequently reported in the professional literature. Major self-studies are generally related to the confidential program accreditation process.

The accreditation of RCE programs is specialized accreditation and the CORE process is unique because no site visit is required and the accrediting body collects data from employers of graduates of applicant programs. The ratings of graduates' performance from individual employer respondents are combined for analysis and review with the following data: descriptive information provided by the program coordinator and ratings of the program's operations, the quality of the students and/or the performance of graduates by the program faculty, current students, agency supervisors of student interns, and recent graduates of the program. CORE provides the program coordinator with feedback received from the five groups of respondents, the results of the recognition decision, and recommendations for program improvements.

The chapter will conclude with a summary of the literature reviewed in Parts One through Four.

Summary of the Review of
Selected Literature

Chapter II has reviewed selected literature on (a) the rehabilitation counselor role and functions, (b) the evaluation of rehabilitation counselors, (c) rehabilitation counseling education, and (d) the evaluation of Rehabilitation Counselor Education.

After 30 years of discussion and research, differences of opinion exist among and between practitioners, educators, and employers when describing rehabilitation counseling as presently practiced or preferentially conceptualized. However, regardless of the specific competencies or competency categories identified, there is a consensus that the rehabilitation counselor in a public agency or a private facility is expected to fulfill a professional role in assisting disabled and/or disadvantaged persons.

Rehabilitation counseling practitioners are prepared in undergraduate and graduate programs. RCE is the preparation of rehabilitation counselors in approximately 75 master's degree level programs. Similar but nonstandardized curricula include basic core courses; supervised clinical experience; and specialized offerings on particular disability groups, employment settings, or counseling techniques.

The purpose of evaluating RCE is to provide information about the value of a program or programs for decision-making. The criteria of RCE evaluation are goal-oriented and emphasize graduates' performance. No site visit is required for the accreditation of RCE

programs and the accrediting body collects ratings of graduates' performance from employers and ratings of graduates' preparation from faculty, students, agency clinical supervisors, and graduates. CORE provides the program coordinator with feedback on the evaluation of a program's preparation of graduates who can perform rehabilitation counseling tasks and fulfill the rehabilitation counselor role.

The next chapter will describe the approach to be used in testing the study hypotheses concerning differences between evaluations of RCE graduates' preparation and performance.

CHAPTER III

RESEARCH APPROACH

This chapter describes the research approach: the study design, sampling procedures and the samples, the methods of collecting and analyzing data on each program seeking accreditation, the methods of collecting and analyzing aggregate data on applicant programs in an evaluation period, and the means of comparing the aggregate data for two periods.

Design of the Study

Information on individual Rehabilitation Counselor Education (RCE) programs seeking accreditation is collected and analyzed by the Council on Rehabilitation Education (CORE). Combined data on all the applicants in the 1980 and 1983 evaluation periods have been made available by CORE for research purposes. This study is a secondary analysis of selected CORE data to examine the differences between the evaluations of RCE program graduates' preparation and performance by the five groups of survey respondents in the two accreditation evaluation periods.

Sampling Procedures and the Samples

This section will describe the sampling procedures and the samples for the RCE programs and the respondent groups.

Program Sampling Procedure and Sample

The number of RCE programs that apply for initial accreditation or re-accreditation varies from one CORE evaluation cycle to another. For example, there were 14 applicant programs in 1978-1979, 24 applicant programs in 1979-1980, and 12 applicant programs in 1982-1983. This study examines the CORE data on the RCE programs that applied for accreditation in two periods: 1982-1983, the most recent period for which information is available; and 1978-1980, a period for which information is available on a relatively large number of programs, but for which no annual breakdown of the data is available.

The 1983 CORE data include information on the 12 RCE programs in the 1982-1983 accreditation evaluation cycle. The 12 applicant programs are 16.0 percent of the 75 RCE programs that were in existence in 1983. Because there was no 1979 meeting of the CORE Commission on Standards and Accreditation at which the applicant programs in the 1978-1979 cycle were formally granted recognition, the 1980 CORE data is combined information on the 14 applicant programs in the 1978-1979 evaluation cycle and the 24 applicant programs in the 1979-1980 evaluation cycle. The 38 RCE programs that applied for CORE accreditation in 1978-1980 are 54.3 percent of the 70 RCE programs that were in existence in 1980.

In order to safeguard the confidentiality of the accreditation process there is no identification of individual RCE programs in the aggregate CORE data, but the following descriptions of the program samples were provided by the Executive Directors of CORE in communication with Stano (1982, p. 16) or in personal communication with this investigator (C. McGrath, March 10, 1984). Private and public colleges and universities are represented among both the 1982-1983 and 1978-1980 applicants. The 12 programs included in the 1982-1983 data are located in 9 states: California, Massachusetts, Michigan, New York, Nevada, Ohio, Rhode Island, Texas, and Wisconsin. The following five of the 10 Rehabilitation Services Administration (RSA) regions (Figure 1) are represented among programs in the 1982-1983 data: Regions I, II, V, VI, and IX. Although the locations of the 1978-1980 applicants for accreditation were not identified, all RSA regions are represented among the 38 programs.

Respondent Group Sampling Procedures and Sample

The populations of interest are the groups of individuals who are asked to provide evaluations of RCE programs during the CORE accreditation process. The five selected groups are employers of recent graduates, recent graduates of RCE programs, students currently enrolled in RCE programs, agency clinical supervisors of RCE student interns, and RCE program faculty.

The 1978-1980 data include evaluations received from 2,703 respondents, an average of 71 respondents for each of the 38 programs;

and the 1982-1983 data include evaluations received from 797 respondents, an average of 66 respondents for each of the 12 programs. Table 1 presents the number of respondents and the proportions of the total respondents from each of the five groups in each of the two evaluation periods.

The students are a major portion of respondents in each evaluation period: 39 percent in 1978-1980 and 26 percent in 1982-1983. In the earlier period, the current students outnumber the recent graduates 1,050 to 612; and in 1982-1983 there are 214 recent graduates and 209 current students. The change in proportion of student respondents reflects a change in the definition of the group: The students in the 1978-1980 data include any student currently enrolled in the applicant programs and the students in the 1982-1983 data are only those currently enrolled students who have completed one-half of the degree coursework.

In each evaluation period there are approximately one-third more graduates than employers. An explanation of the difference in proportions is that more than one recent graduate may be employed by a single rehabilitation agency employer. In each evaluation period there are more agency clinical supervisors than employers: four and one-half percent more in 1978-1980 and 11.8 percent more in 1982-1983. Although there is no way to tell whether the majority of graduates are employed in the same agencies that provide student internships, one explanation of the difference in proportions is that there is only one

Table 1.--Survey respondents, 1978-1980 and 1982-1983 CORE evaluations

Respondent group	1978-1980		1982-1983	
	Number of respondents	Percent of total respondents	Number of respondents	Percent of total respondents
Employers	403	14.91	137	17.19
Graduates	612	22.64	214	26.85
Students	1050	38.85	209	26.22
Supervisors	421	15.58	153	19.20
Faculty	217	8.03	84	10.54
Total	2703	100.00	797	100.00

agency employer, but there may be more than one agency employee who supervises student interns.

It is assumed that all questionnaire responses received by CORE are included in the data. Because there is no information available from CORE on the number of potential respondents to whom questionnaires were distributed in a given period, it is not possible to determine a survey response rate. However, a typical RCE program may have six faculty, 30 part-time and full-time students in the second half of their programs, and 27 agency clinical supervisors of student interns; and for this hypothetical RCE program there may be 33 rehabilitation counselors who graduated in the preceding two years and are working for 24 rehabilitation agency employers. Had such a program with 120 potential respondents been included in the 1982-1983 CORE data, the average of 66 survey respondents per program would be a 55 percent response rate.

Methods of Collecting and Analyzing

Individual Program Data

The descriptions of methods used by CORE to investigate information on individual accreditation applicants will be presented in two sections: collection of individual program data, and analysis of individual program data.

Collection of Individual Program Data

An introduction to the CORE data collection instruments will be followed by descriptions of the evaluation instructions.

Data collection instruments

The data collected for review are of two basic types: descriptive information about the program provided by the RCE program coordinator; and evaluations of program operations, the quality of students, and the preparation and performance of program graduates provided by employers of graduates, the program coordinator and other faculty members, current students, agency supervisors of student interns, and recent graduates of the program (CORE, 1978, p. 9). The two survey instruments used by CORE to collect data are the Rehabilitation Counselor Accreditation Evaluation Individual Questionnaire for Employers of Graduates (Appendix A) and the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaire for Faculty, Students, Agency Clinical Experience Supervisors, and Graduates (Appendix B).

Data collection forms and process instructions are sent from the CORE office to the coordinator of the applicant program. The program coordinator completes the form providing descriptive information, distributes individual questionnaires, and sends a list of persons to whom the questionnaires were distributed to CORE for use in follow-up (CORE, 1978, p. 19).

The data, used to test the hypotheses are collected by the employer questionnaire and by Part II of the questionnaire for faculty, students, supervisors, and graduates.

Evaluation instructions

Ratings are requested of graduate preparation for and performance of 110 entry level rehabilitation tasks and the eight functional areas into which they are grouped. The instructions for the employer questionnaire ask an individual respondent to evaluate how well a recent graduate performs. The instructions for Part II of the questionnaire used by the other four selected groups ask for evaluations of graduate preparation as follows: A graduate is asked to evaluate how well he or she was prepared, whether or not there has been an opportunity to perform; a student is asked to evaluate how well he or she is being prepared to perform; and a faculty member or clinical supervisor is asked to evaluate how well the program prepares graduates.

The evaluation instructions for task and area items are the same for all respondents. First, the 110 performance tasks are to be rated as follows: "weak" where performance is "particularly weak," "strong" where performance is "particularly strong," and "don't know" when not enough information is available to reach a judgment. The respondent is asked to make no response for a task where performance is neither particularly "strong" nor particularly "weak." Secondly, having assessed the performance tasks in a particular area the respondent is

asked to rate, the area overall. The eight areas of graduate preparation and performance are to be rated using the following scale: "1--very inadequate," "2--less than adequate," "3--adequate," "4--more than adequate," "5--very adequate," and "DK--don't know" when not enough information is available to reach a judgment. There is no mention of a nonresponse in the instructions for the area items.

In addition, respondents are asked to note that a low rating on a particular task is not necessarily a negative reflection on the program being evaluated. It is explained that each counselor preparation program has different emphases and the accreditation evaluation by CORE considers how well the program meets its own mission and objectives.

Analysis of Individual Program Data

Description of the methods used by CORE to analyze individual program data will be presented in two sections: analysis of task ratings and analysis of area ratings.

Analysis of task ratings

For each of the 110 task items there are two analyses: (a) "weak," "strong," and "don't know" responses by each group as a proportion of total item responses by the group; and (b) total "weak," "strong," and "don't know" responses by all respondents as a proportion of total item responses.

Table 2 is a sample CORE analysis of data on the first five tasks in Area 1 for an RCE program with 75 survey respondents: six faculty, 28 students, 19 clinical supervisors, 17 graduates, and five employers. The 339 "weak," "strong," and "don't know" ratings of the first five tasks in Area 1 range from 66 for Task 4 to 69 for each of Tasks 1 and 2. All five employers provided a response for each task item. Given the CORE questionnaire instructions, it can be implied that the 36 absences of an item response by individuals in the other four groups are assessments of graduate preparation as being neither "particularly weak" nor "particularly strong." There is, however, no way to determine whether the nonresponses are evaluations of the five task items, or whether survey respondents have unintentionally overlooked the items or intentionally not responded to particular task items for some other reason(s).

Analysis of area ratings

For each of the eight area items the initial two analyses are similar to the task analyses: (a) ratings "1," "2," "3," "4," and "5" by each group are calculated as a percent of total area ratings by the group, and (b) total ratings "1" through "5" are calculated as a percent of total item responses. Next, means are calculated for the ratings by faculty, students, clinical supervisors, graduates, employers, and total respondents. Selected ratings are combined for analysis: the "less than adequate" ratings "1" and "2," and the "more than adequate" ratings "4" and "5." Each combined total is calculated

Table 2. -- Sample CORE analysis of task ratings for an individual program applicant, Tasks 1-5 in Area 1

Council on Rehabilitation Education Accreditation Evaluation										Year		
APPLICANT NAME												
Performance Task Ratings												
Area 1: Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients												
Task	Faculty		Students		Agency Supervisors		Graduates		Employers		Total	
	WK	STG	OK	WK	STG	OK	WK	STG	OK	WK	STG	OK
1. Determining client readiness for particular type of counseling, rehabilitation service or employment	0	5	0	0	25	0	2	14	1	1	4	0
	0.0	100.0	0.0	0.0	100.0	0.0	11.8	82.4	5.9	20.0	80.0	0.0

WK "Weak"
STG "Strong"
OK "Don't know"

as a percent of total area ratings. Lastly, the "don't know" responses are separately analyzed: "don't know" responses by each group and by total respondents are calculated as a percent of total area responses.

Table 3 is a sample CORE analysis of Area 1 ratings for an RCE program with the same 75 survey respondents that were used in the Table 2 example. Area ratings and/or "don't know" responses have been provided by all six of the faculty, 26 of the 28 students, 16 of the 19 clinical supervisors, 16 of the 17 graduates, and four of the five employers. There is no explanation for the seven nonresponses. For example, there were 26 student responses: six rated their preparation "3--adequate," eight rated their preparation "4--more than adequate," 11 rated their preparation "5--very adequate," and one student gave a "don't know" response. The eight "more than adequate" ratings are 32 percent of the total ratings, the 11 "very adequate" ratings are 44 percent of the total ratings, and the 19 combined "more than adequate" and "very adequate" ratings are 76 percent of the 25 ratings. The single "don't know" response is 3.8 percent of the 26 total responses.

Methods of Collecting and Analyzing

Aggregate Evaluation Data

The descriptions of the methods used to investigate aggregate program data will be presented in two sections: the collection and initial analysis of data by CORE, and the secondary analysis of the

Table 3. -- Sample CORE analysis of Area 1 ratings for an individual program applicant

Council on Rehabilitation Education Accreditation Evaluation

Year

APPLICANT NAME
Functional Area Ratings

Area 1: Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual clients

Respondent group	"Very inadequate" (Rating 1)	"Less than adequate" (Rating 2)	"Adequate" (Rating 3)	"More than adequate" (Rating 4)	"Very adequate" (Rating 5)	Total	Ratings mean	"Less than adequate" (Ratings 1&2)	"Adequate" (Rating 3)	"More than adequate" (Ratings 4&5)	"Don't know"
Faculty	0 0.0	0 0.0	0 0.0	4 66.7	2 33.3	6 100.0	4.3	0 0.0	0 0.0	6 100.0	0 0.0
Students	0 0.0	0 0.0	6 24.0	8 32.0	11 44.0	25 100.0	4.2	0 0.0	6 24.0	19 76.0	1 3.8
Clinical Supervisors	0 0.0	0 0.0	2 13.3	8 53.3	5 33.3	15 100.0	4.2	0 0.0	2 13.3	13 86.7	1 6.3
Graduates	0 0.0	0 0.0	2 12.5	9 56.3	5 31.3	16 100.0	4.2	0 0.0	2 12.5	17 87.5	0 0.0
Employers	0 0.0	0 0.0	1 25.0	0 0.0	3 75.0	4 100.0	4.5	0 0.0	1 25.0	3 75.0	0 0.0
Total	0 0.0	0 0.0	11 16.7	29 43.9	26 39.4	66 100.0	4.2	0 0.0	11 16.7	55 83.3	2 2.9

CORE data to test the hypotheses of this study and facilitate interpretation of the results.

Collection and Initial Analysis of Data by CORE

Aggregate evaluation data for any evaluation period may be compiled and analyzed by CORE. The task and area item ratings and "don't know" responses that have been collected by CORE on the applicant programs in a given period are combined: for each item, responses in each category by faculty, students, supervisors, graduates, employers, and also by all survey respondents are combined to produce aggregate distributions of task and area evaluations. The combined data distributions are analyzed using the same methods described in the preceding section on analysis of individual program data.

Aggregate data for the 1982-1983 and 1978-1980 evaluation periods were produced and released by CORE for research purposes. Table 4 presents a selected portion of the CORE analysis of the total task ratings for the combined 1978-1979 and 1979-1980 applicants; and Table 5 presents a selected portion of the CORE analysis of the total area ratings for the combined 1978-1979 and 1979-1980 applicants. Although not all survey respondents provide a response for each task and area item of the individual data collection instruments, there is no identification of item nonresponses in the Table 4 and Table 5 CORE data.

Table 4. -- CORE analysis of total task ratings for 1978-1979 and 1979-1980 program applicants, Tasks 1-5 in Area 1
 Council on Rehabilitation Education, Inc. 1980 Accreditation Evaluation
 Combined Total 1978-1979 and 1979-1980 Applicants

Performance Task Ratings

Area 1: Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients

Task	Faculty			Students			Agency Supervisors			Graduates			Employers			Total		
	WK	STG	DK	WK	STG	DK	WK	STG	DK	WK	STG	DK	WK	STG	DK	WK	ST	DK
1. Determining client readiness for particular type of counseling, rehabilitation service or employment	9 4.7	165 85.5	19 9.8	90 9.4	752 78.5	116 12.1	37 10.4	284 79.8	35 9.8	64 11.3	495 87.1	9 1.6	25 6.6	343 90.3	12 3.2	225 9.2	2039 83.1	191 7.8
2. Evaluating client need to determine if service which client is requesting is appropriate	5 2.6	166 87.8	18 9.5	55 5.7	797 82.5	114 11.8	30 8.1	305 82.4	35 9.5	36 6.3	520 91.2	14 2.5	13 3.4	353 93.1	13 3.4	139 5.6	2141 86.5	194 7.8
3. Evaluating client problems to determine counseling to help client adapt to setting/situation	6 3.2	169 88.9	15 7.9	70 7.3	796 83.1	92 9.6	35 9.6	305 83.8	24 6.6	50 8.8	510 89.5	10 1.8	21 5.6	329 88.2	23 6.2	182 7.4	2109 85.9	164 6.7
4. Consulting psychologist/psychiatrist to clarify report on rehabilitation planning for client	20 10.9	131 71.6	32 17.5	117 12.4	659 69.9	167 17.7	38 10.7	259 72.8	59 16.6	85 15.5	444 81.2	18 3.3	22 5.8	289 75.7	71 18.6	282 11.7	1782 73.9	347 14.4
5. Providing integrated medical information to the client	15 8.2	134 73.6	33 18.1	121 12.8	672 70.8	156 16.4	50 14.0	231 64.5	77 21.5	97 17.4	437 78.5	23 4.1	37 10.0	228 61.8	104 28.2	320 13.3	1702 70.5	393 16.3

WK "Weak"
 STG "Strong"
 DK "Don't know"

Table 5. -- CORE analysis of total Area 1 ratings for 1978-1979 and 1979-1980 program applicants
 Council on Rehabilitation Education, Inc. 1980 Accreditation Evaluation
 Combined Total: 1978-1979 and 1979-1980 Applicants
 Functional Area Ratings

Area 1: Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual clients

Respondent group	"Very inadequate" (Rating 1)	"Less than adequate" (Rating 2)	"Adequate" (Rating 3)	"More than adequate" (Rating 4)	"Very adequate" (Rating 5)	Total	Ratings mean	"Less than adequate" (Ratings 1&2)	"Adequate" (Rating 3)	"More than adequate" (Ratings 4&5)	"Don't know"
Faculty	1 0.5	6 3.2	42 22.3	86 45.7	53 28.2	188 100.0	4.0	7 3.7	42 22.3	139 73.9	13 6.5
Students	6 0.7	41 4.7	191 21.8	355 40.6	282 32.2	875 100.0	4.0	47 5.4	191 21.8	637 72.8	89 9.2
Clinical Supervisors	3 0.8	23 6.3	112 30.5	147 40.1	82 22.3	367 100.0	3.8	26 7.1	112 30.5	229 62.4	22 5.7
Graduates	5 0.9	33 5.7	135 23.3	233 40.2	174 30.0	580 100.0	3.9	38 6.6	135 23.3	407 70.2	1 0.2
Employers	4 1.1	6 1.6	59 15.9	147 39.5	156 41.9	372 100.0	4.2	10 2.7	59 15.9	303 81.5	8 2.1
Total	19 0.8	109 4.6	539 22.6	968 40.6	747 31.4	2,382 100.0	4.0	128 5.4	539 22.6	1,715 72.0	133 5.3

Secondary Analysis of Aggregate Evaluation Data

This section will describe the methods used to provide data for testing the hypotheses and for interpreting the research findings. Secondary analyses are made of the aggregate CORE evaluation data for the 1982-1983 evaluation period which includes data on the 12 applicant programs in the 1982-1983 cycle, and for the 1978-1980 evaluation period which includes combined data on the 38 applicant programs in the 1978-1979 and 1982-1983 cycles. For each of the two evaluation periods, employer evaluations of graduates' performance are compared with evaluations of graduates' preparation by each of four other groups of CORE survey respondents: graduates, students, clinical supervisors, and faculty. Descriptions of the methods for secondary analysis of the CORE evaluation data are presented in three sections: analyses of total area ratings in each of two evaluation periods, analyses of total task ratings in each of the evaluation periods, and comparisons of the data for the two periods investigated.

Analysis of total area ratings

Descriptions of the methods for examination of aggregate area ratings in each of the evaluation periods will be given in the order that the data are determined and/or presented: the number of group responses to area items, comparison of the proportions of "more than adequate" ratings by employers with the proportions of "more than adequate" ratings by each of the four other groups; the number, magnitude, and direction of the significant differences between area

ratings; and the area item evaluation rate of each respondent group. The number of 1982-1983 survey responses and comparisons of proportions of ratings in that period are provided in Appendix C, comparable data for 1978-1980 are provided in Appendix E, and the other findings are presented in Chapter IV tables.

Number of responses by a group

Because not all respondents provide a response for each area item, nonresponses are calculated for each group of respondents. The total responses by a group to an area item are subtracted from the known total of survey respondents for that group. For example, there are seven employers who did not respond to the Area 1 item in 1982-1983: $137 - (2 + 18 + 60 + 47 + 3) = 7$.

"Very inadequate," "less than adequate," and "adequate" ratings are combined for reporting. For example, there are 20 "adequate or less" ratings of the Area 1 item by employers in 1982-1983: $2 + 0 + 18 = 20$. In addition, "more than adequate" and "very adequate" ratings are combined for reporting. For example, there are 107 "more than adequate" employer ratings of the Area 1 item: $60 + 47 = 107$.

The number of "don't know" responses are taken directly from the CORE data. For example, there are three employers who gave "don't know" responses for the Area 1 item in 1982-1983.

Proportion of "more than adequate" ratings by a group

The proportion of "more than adequate" ratings by a respondent group is calculated two ways and each proportion of "more than adequate" ratings of graduates' performance by employers is compared with the proportion of "more than adequate" ratings of graduates' preparation by each of the four other groups.

Calculations of proportions. The number of "more than adequate" area item ratings by a group of survey respondents is calculated as (a) a proportion of the total area item ratings by the group, and (b) a proportion of the total area item nonresponses, ratings, and "don't know" responses by the total group survey respondents. The second proportion of "more than adequate" ratings as a proportion of total survey responses can also be described as the proportion of total survey respondents providing "more than adequate" ratings of the area item. For example, the 107 "more than adequate" ratings of the Area 1 item by the 137 employers who responded to the survey in 1982-1983 are (a) 84.3 percent of the total ratings by employers:

$$\frac{107}{(2+0+18)+(60+47)} = \frac{107}{127} = .843 \times 100 = 84.3 \text{ percent; and}$$

(b) 78.1 percent of the total survey responses to the area item by employers:

$$\frac{107}{7+127+3} = \frac{107}{137} = .781 \times 100 = 78.1 \text{ percent.}$$

In addition, the 107 employers providing "more than adequate" ratings of the Area 1 item are 78.1 percent of the total group respondents.

Comparison of proportions. Yates corrected chi-square (Fleiss, 1973) is used to compare the proportion of "more than adequate" ratings by employers with the proportion of "more than adequate" ratings by each of the four other groups. For example, using the total number of 1982-1983 survey respondents in each group as a base, the employers by graduates chi-square of 7.2 is calculated using the following data:

	All other responses by the group	"More than adequate" responses by the group
Employers	30	107
Graduates	77	137

The significance of each difference in proportion of "more than adequate" ratings is determined by entering a distribution of chi-square table with one degree of freedom at the .01 and .05 levels of significance. For example, the employers by graduates chi-square of 7.2 is significant at the .01 level ($7.2 > 6.635$).

Number, magnitude, and
direction of significant
differences between area ratings

An examination of the comparisons of proportions of "more than adequate" area ratings in each of two evaluation periods provides information for testing of the hypotheses and interpretation of the findings.

Number of significant differences between area ratings. For each evaluation period, a table identifies significant differences between the ratings of graduates' performance by employers and the ratings of graduates' preparation by each of four other groups. The data are reviewed to determine the total number of significant differences between ratings, the number of significant differences by area, and the number of significant differences by respondent group.

Magnitude and direction of significant differences between area ratings. For each evaluation period, a table with the proportions of "more than adequate" ratings by employers also gives the magnitude and direction of the differences in proportions of "more than adequate" ratings by each of four other groups. For example, 84.3 percent of the 1982-1983 ratings of the Area 1 item by employers are "more than adequate" and 67.5 percent of the ratings by graduates are "more than adequate." The listing of the 84.3 percent of "more than adequate" ratings by employers followed by "-16.8**" in the graduate column indicates the proportion of "more than adequate" ratings by graduates

is smaller than the proportion of "more than adequate" ratings by employers, the proportion is smaller by a difference of 16.8, and the difference in proportions is significant at the .01 level. The data on the magnitude and direction of significant differences between area ratings are used to calculate the mean of the significant differences by area and by respondent group.

Evaluation rates of respondent group

For each of the two evaluation periods, the number of area item ratings provided by each group is determined prior to calculating the area evaluation rates of the respondent groups.

Area ratings and "nonratings". The number of area ratings and "nonratings" are determined for each of the following groups: employers, graduates, students, clinical supervisors, faculty, and total survey respondents. The number of respondents in each group is followed by the number of "don't know" responses, the number of nonresponses, and the total number of ratings provided by the group members for the eight area items. For example, the 137 employers who responded to the CORE questionnaire in 1982-1983 provided 973 area ratings and 123 "nonratings" (76 "don't know" responses and 47 nonresponses). In addition, the low and high number of responses in each category are identified by area and a mean response rate for the category is calculated. For example, the 76 "don't know" responses by

employers range from a low of one for the Area 2 item to a high of 33 for the Area 5 item. The mean "don't know" response rate is 9.5.

Evaluation rate for area items. In order to determine the evaluation rate for area items it is first necessary to calculate the maximum number of ratings that can be provided by a respondent group: the number of ratings if each group member provides a rating for each of the eight area items. For example, with 137 employers responding to the 1982-1983 questionnaire, it is possible to receive 1,096 employer ratings: $137 \times 8 = 1,096$. An evaluation rate is then calculated by dividing the number of ratings by the respondent group by the number of possible ratings and multiplying by 100. For example, the 1982-1983 evaluation rate of the employer group is 88.8 percent:

$$\frac{973}{1,096} = .888 \times 100 = 88.8 \text{ percent.}$$

Analysis of total task ratings

Descriptions of the methods for examination of aggregate task ratings in each of two evaluation periods will be given in the order that the data are determined and/or presented: number of group responses to task items; comparison of the proportion of "strong" ratings by employers with the proportion of "strong" ratings by each of the four other groups; and the number, magnitude, and direction of the significant differences between the task evaluations. The number of 1982-1983 survey responses and comparisons of proportions of

ratings in that period are provided in Appendix D, comparable data for 1978-1980 are provided in Appendix F, and the other findings are presented in Chapter IV tables.

Number of responses by a group

Because not all respondents provide a response for each task item, nonresponses are calculated for each group of respondents. The total responses by a group to a task item are subtracted from the known total of survey respondents for that group. For example, there are 14 employers who did not respond to Task 16 in Area 2 in 1982-1983:

$$137 - (3 + 101 + 19) = 14.$$

The number of "weak" ratings, "strong" ratings, and "don't know" responses are taken directly from the CORE data. For example, three employers evaluated graduates' performance of Task 16 in Area 2 to be "weak," 101 employers evaluated graduates' performance to be "strong," and 19 gave "don't know" responses.

Proportion of "strong" ratings by a group

The proportion of "strong" ratings by a respondent group is calculated two ways and each proportion of "strong" ratings of graduates' performance by employers is compared with the proportion of "strong" ratings of graduates' preparation by each of the four other groups.

Calculation of proportions. The number of "strong" task item ratings by a group of survey respondents is calculated as (a) a proportion of the total "weak" and "strong" ratings of the task items by the group, and (b) a proportion of task item nonresponses, ratings, and "don't know" responses by the group survey respondents. The second proportion of "strong" ratings as a proportion of total survey responses can also be described as the proportion of the total group survey respondents providing "strong" ratings of the task item. For example, the 101 "strong" ratings of the Task 16 item in Area 2 by the 137 employer respondents in 1982-1983 are

(a) 97.1 percent of the "weak" and "strong" ratings by employers:

$$\frac{101}{3 + 101} = \frac{101}{104} = .971 \times 100 = 97.1 \text{ percent; and}$$

(b) 73.7 percent of the survey responses to the area item by employers:

$$\frac{101}{14+104+14} = \frac{101}{137} = .737 \times 100 = 73.7 \text{ percent.}$$

In addition, the 101 employers rating Task 16 in Area 2 "strong" are 73.7 percent of the total employer survey respondents.

Comparison of proportions. Yates corrected chi-square (Fleiss, 1973) is used to compare the proportion of "strong" ratings by employers with the proportion of "strong" ratings by each of the four other groups. For example, using the total number of 1982-1983 survey respondents in each group as a base, the employers by students chi-square of 1.1 is calculated using the following data:

	All other responses by the group	"Strong" responses by the group
Employers	36	101
Students	67	142

The significance of each difference in proportions of "strong" ratings is determined by entering a distribution of chi-square table with one degree of freedom at the .01 and .05 levels of significance. For example, the employers by students chi-square of 1.1 is not found to be significant at the .05 level ($1.1 < 3.841$).

Number, magnitude, and direction
of significant differences
between task ratings

An examination of the comparisons of the proportions of "strong" task ratings in each of two evaluation periods provides information for the testing of the hypotheses and interpretation of the findings.

Number of significant differences between task assessments.

For each evaluation period a table identifies the significant differences between the ratings of graduates' performance by employers and the ratings of graduates' preparation by each of the four other groups. The data are reviewed to determine the total number of significant differences between ratings; the number of significant differences by task; and the number of significant differences with the graduate, student, clinical supervisor, and faculty respondents.

Magnitude and direction of significant differences between task ratings. For each evaluation period, separate tables with data on graduates, students, clinical supervisors, and faculty give the proportion of "strong" ratings by employers and the magnitude and direction of the differences in proportion of "strong" ratings by the other survey respondents. For example, 40.9 percent of the 1982-1983 employer survey responses to the Task 10 item in Area 3 were "strong" ratings and 54.7 percent of the graduate survey responses to the same item on the questionnaire were "strong" ratings. The graduate table listing of the 40.9 employer percent is followed by "+13.8*" to indicate that the proportion of graduates providing "strong" ratings is larger than the corresponding employer proportion, the proportion is larger by a difference of 13.8, and the difference is significant at the .05 level. The data on the magnitude and direction of significant differences between task ratings are used to calculate the mean of the significant differences by the respondent group.

Methods of Comparing Aggregate

Data for Two Evaluation Periods

Selected differences between the findings of the 1982-1983 and 1978-1980 data analyses are identified and compared.

Comparison of the Numbers and Magnitudes
of Significant Differences between
Ratings in Two Periods

The significant differences between area and task ratings of graduates' performance by employers and ratings of graduates' preparation by graduates, students, clinical supervisors, and faculty in 1982-1983 are compared with the corresponding differences between the evaluations of the eight area items and the 110 task items in 1978-1980.

Comparison of the numbers
and magnitudes of significant
differences between area ratings
in two periods

For each of two evaluation periods, the following are provided for comparison: the number of significant differences for each of the eight area items and the rank of the number, and the mean of the significant differences for each area item and the rank of the mean. For example, in 1982-1983 there are five significant differences between the ratings of the Area 1 item by employers and the ratings by each of four other groups. The number of significant differences ranks 4.5 from the top in the distribution of significant differences for the eight areas. The mean difference is 13.42 which ranks seventh out of eight.

Comparison of the numbers and magnitudes of significant differences between task ratings in two periods

For each evaluation period, the number of significant differences between task ratings and the mean of the significant differences are provided for comparison. For example, there are no differences significant at the .01 or .05 levels between the 1982-1983 ratings of Task 7 in Area 1, but there are three significant differences between the ratings of the same item in 1978-1980 and the mean of the significant differences is 7.17. The number of significant differences for each group are rank ordered and the means of the significant differences are rank ordered. For example, there are 124 significant differences between the task ratings by employers and the ratings by graduates in 1978-1980, and the mean of the significant differences is 10.37. The 124 differences rank second highest and the 10.37 mean ranks third highest. Also compared are the significant differences between evaluations in which (a) the proportions of "strong" ratings by the four other groups are smaller than the proportion of "strong" ratings by employers, and (b) the proportions of "strong" ratings by the four other groups are larger than the proportion of "strong" ratings by employers.

Comparison of the Area Item Evaluation Rates of the Respondent Groups in Two Periods

The area item evaluation rates of employers, graduates, students, clinical supervisors, and faculty in 1982-1983 and 1978-1980 are compared by rank ordering the rates from highest to lowest. For example, the employers' evaluation rate for area items of 88.8 in 1983 ranks third highest in the distribution of the five respondent group rates.

Research Approach Summary

After it was established that the study is a secondary analysis of CORE evaluation data for the 1982-1983 and 1978-1980 accreditation evaluation periods, the program and respondent group samples were described. Examples complemented the descriptions of the methods used for the collection and analysis of (a) evaluation data on individual RCE program applicants for accreditation, and (b) aggregate evaluation data on the total RCE program applicants in a CORE evaluation period.

The methods of determining significant differences between area ratings and between task ratings were separately described: (a) the methods for determination of significant differences between the proportion of "more than adequate" ratings of graduates' performance in eight functional areas by employers and the proportions of "more than adequate" ratings of graduates' preparation by graduates, students, clinical supervisors, and faculty; and (b) the methods for

determination of significant differences between the proportion of "strong" ratings of graduates' performance of 110 tasks by employers and the proportion of "strong" ratings of graduates' preparation by each of the other four groups.

Attention then was given to the techniques for analysis of the number, magnitude, and direction of the significant differences between area and task ratings in each of the two periods. In addition, the method of calculating the evaluation rates for area items of the five respondent groups was described. The chapter concluded with the procedures for comparison of selected differences and similarities in the analysis of corresponding data in the 1982-1983 and 1978-1980 CORE accreditation evaluation periods: the numbers, magnitudes, and directions of the significant differences between area ratings and task ratings; and the evaluation rates for area items by the employers, graduates, students, clinical supervisors, and faculty.

The next chapter will provide and describe the research results.

CHAPTER IV

DATA ANALYSES AND DESCRIPTIONS OF FINDINGS

This chapter provides analyses of the Council on Rehabilitation Education accreditation evaluation data on Rehabilitation Counselor Education program applicants in two periods. The findings are presented and described in three parts: analysis of the 1982-1983 CORE data, analysis of the 1978-1980 CORE data, and comparison of the analyses of CORE data for the two periods.

Part One: Analysis of 1982-1983 CORE Evaluation Data

The 1982-1983 CORE accreditation evaluation data were treated to determine whether there are differences between the employer evaluations of RCE graduates' performance and the evaluations of graduates' preparation by each of the four other respondent groups. This part will separately present and describe the analyses of functional area ratings and performance task ratings.

Analysis of the 1982-1983 Area Ratings

The first hypothesis to be tested states that for each of the eight functional areas into which the tasks of the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaires

are grouped, the proportion of "more than adequate" ratings (combined "more than adequate" and "very adequate" ratings) by employers of how well graduates perform will differ from the proportion of "more than adequate" ratings (combined "more than adequate" and "very adequate" ratings) by

- (a) graduates of how well they were prepared to perform,
- (b) students of how well they are being prepared to perform, and
- (c) agency clinical experience supervisors and
- (d) faculty of how well the programs in the 1982-1983 Council on Rehabilitation Education accreditation evaluation prepare graduates to perform.

The 1982-1983 area ratings by employers are compared with the ratings by each of the other four groups: 32 comparisons of "more than adequate" ratings as a proportion of the total area item ratings and 32 comparisons of "more than adequate" ratings as a proportion of the total area item nonresponses, ratings, and "don't know" responses by the group survey respondents. Findings of significant differences between the ratings of area items by the respondent groups, the magnitude and direction of the significant differences between the ratings, and the differences between the evaluation rates of the respondent groups will be presented and described before making a decision to accept or reject the hypothesis.

Number of significant differences
between respondent groups on
area ratings

The differences between the proportion of "more than adequate" ratings of graduates' performance in functional areas by employers and the proportion of "more than adequate" ratings of graduates' preparation by each of the four other groups that are significant at the .05 and .01 levels are presented in Table 6. There is a failure to find a significant difference between area ratings in 41 percent or 26 of the 64 comparisons, but the failures are outnumbered by the 38 significant differences between ratings in 59 percent of the comparisons. There are 19 significant differences with "more than adequate" ratings as a proportion of the total area ratings and there are also 19 significant differences with "more than adequate" ratings as a proportion of the total group survey respondents. Of the 38 significant differences, 30 represent pairs of differences with the same groups as a percent of total item ratings and as a percent of total survey respondents, and eight are differences in one of the two comparisons. For example, of the five significant differences between ratings of the first area item, four are with graduates and clinical supervisors in each of the two group comparisons and the one with students is between "more than adequate" ratings as a proportion of total ratings.

Table 6.--Areas with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, 1982-1983 CORE evaluations

Area	"More than adequate" ratings as a percent of total item ratings: "less than adequate," "adequate," and "more than adequate" ratings			"More than adequate" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses			
1. Interpretation of Evaluations	G	s	c	G		c	
2. Planning and Case Management	G	s	c	G	S	C	f
3. Career and Vocational Counseling	g					c	
4. Personal and Social Counseling	G	s	c	G	s	c	
5. Job Development and Placement	G		C			c	
6. Community Resources Utilization	G	S		g	s		
7. Recording and Reporting	G	S	C		s	c	
8. Professional Participation and Development	G	S		G	S	C	f

g Graduate ratings difference
p = .05

s Student ratings difference
p = .05

c Clinical supervisor ratings difference
p = .05

f Faculty ratings difference
p = .05

G Graduate ratings difference
p = .01

S Student ratings difference
p = .01

C Clinical supervisor ratings difference
p = .01

F Faculty ratings difference
p = .01

Number of significant differences
by functional area

Of the eight comparisons of group ratings in each area, the number of significant differences ranges from seven in Area 2 (Planning and Case Management) and six in both Area 4 (Personal and Social Counseling) and Area 8 (Professional Participation and Development) to three significant differences in Area 5 (Job Development and Placement) and two in Area 3 (Career and Vocational Counseling). In the planning and case management area only the "more than adequate" ratings by faculty as a proportion of total ratings by the group are not significantly different from the corresponding proportion of area ratings by employers. In contrast, there are only two significant differences in the career and vocational counseling area: with graduates using the total group ratings as a base; and with clinical supervisors using the total area item nonresponses, ratings, and "don't know" responses as a base.

Number of significant differences
by respondent group

Of the 16 comparisons of area ratings by employers with ratings by each of the four other groups, there are 13 significant differences with graduates, 11 significant differences with students, 12 significant differences with clinical supervisors, and two significant differences with faculty. The three failures to find a significant difference with graduates in Area 3 (Career and Vocational Counseling), Area 5 (Job Development and Placement), and Area 7

(Recording and Reporting) use total group survey respondents as a base; and the two significant differences with faculty in Area 2 (Rehabilitation Planning and Case Management) and Area 8 (Professional Participation and Development) also use survey respondents as a base.

Magnitude and direction of significant
differences between area ratings

Table 7 presents the differences between the 1982-1983 ratings of graduates' performance by employers and the ratings of graduates' preparation by each of the four other groups. In all of the significant differences the proportion of "more than adequate" ratings by graduates, students, clinical supervisors, or faculty is smaller than the proportion of "more than adequate" ratings of the area items by the employers.

The magnitude of the significant differences ranges from a difference with students in Area 4 (Personal and Social Counseling) that is 10.2 below the 81.0 percent of the total area item responses by employers that is "more than adequate" to another difference with students using survey respondents that is 22.2 below the employer proportion of 68.6 in Area 8 (Professional Participation and Development).

Magnitude of significant differences
by functional area

Of the significant differences between ratings in each of the eight areas, the mean of the differences ranges from a high of 19.37 for the six significant differences in Area 8 (Professional Participation and Development) to a low of 12.23 for the six significant differences in Area 4 (Personal and Social Counseling).

Magnitude of significant differences
by respondent group

The magnitude of differences between the area ratings of graduates' performance by the employers and ratings of graduates' preparation by each of the other four groups is as follows: the mean of the 13 significant differences with graduates is 16.06, the mean of the 2 significant differences with faculty is 15.85, the mean of the 12 significant differences with clinical supervisors is 14.67, and the mean of the 11 significant differences with students is 14.25.

Number of area ratings and
the area evaluation rates
of the respondent groups

Ratings of the area items are distinguished from "nonratings" ("don't know" responses and nonresponses) in order to determine the area evaluation rates of the groups who responded to the CORE questionnaires in the 1982-1983 program evaluations.

Number of area ratings
by respondent group

The numbers of "nonratings" and ratings of area items by employers, graduates, students, clinical supervisors, faculty, and total survey respondents are shown in Table 8. In addition, the number of low and high responses within the functional areas and the mean of the responses for each rating and "nonrating" ("don't know" or nonresponse) are provided.

In comparison with the 5,647 area ratings by the 797 survey respondents, there are 393 "don't know" responses and 336 nonresponses to area items. There is an average of 49.1 "don't know's" for the area items and an average of 42.0 nonresponses. Only among the survey responses by the 214 graduates do the nonresponses outnumber the "don't know's": 99>25. For each of the six groups the fewest ratings are provided for Area 5 (Job Development and Placement) and, conversely, in no area are "nonratings" provided more frequently than for the job development and placement area: Only the number of faculty "don't know" responses and the nonresponses by graduates and students exceed the item "nonratings" by the employer respondents. There is more variation in the areas receiving the highest number of ratings and the lowest number of "nonratings," but the highest number of ratings by the groups of survey respondents is in Area 4 (Personal and Social Counseling). Only Area 6 (Community Resources Utilization) received neither the highest nor the lowest number of area item responses in any category by any respondent group.

Table 8.--Number of area ratings by employers, graduates, students, clinical supervisors, faculty, and total survey respondents; 1982-1983 CORE evaluations

Respondent group	Number of respondents		Number of "nonratings"		Number of ratings
			"Don't know"	Nonresponse	
Employers	137	Total	76	47	973
		Low	1.0 (Area 2)	1.0 (Area 8)	93.0 (Area 5)
		High	33.0 (Area 5)	11.0 (Area 5)	134.0 (Area 8)
		Mean	9.5	5.9	121.6
Graduates	214	Total	25	99	1,588
		Low	1.0 (Areas 1, 2, 7)	7.0 (Area 8)	191.0 (Area 5)
		High	9.0 (Area 5)	18.0 (Area 3)	205.0 (Area 7)
		Mean	3.1	12.4	198.5
Students	209	Total	89	73	1,510
		Low	6.0 (Area 4)	4.0 (Area 2)	176.0 (Area 5)
		High	16.0 (Area 5)	18.0 (Area 3)	197.0 (Area 4)
		Mean	11.1	9.1	188.8
Clinical Supervisors	153	Total	103	81	1,040
		Low	5.0 (Areas 2, 4, 7)	4.0 (Area 1)	111.0 (Area 5)
		High	27.0 (Area 5)	15.0 (Areas 3 & 5)	140.0 (Area 1)
		Mean	12.9	10.1	130.0
Faculty	84	Total	100	36	536
		Low	7.0 (Area 1)	2.0 (Area 8)	62.0 (Area 5)
		High	16.0 (Area 8)	8.0 (Area 5)	73.0 (Area 4)
		Mean	12.5	4.5	67.0
Total	797	Total	393	336	5,647
		Low	26.0 (Area 4)	27.0 (Area 8)	633.0 (Area 5)
		High	99.0 (Area 5)	65.0 (Area 5)	732.0 (Area 4)
		Mean	49.1	42.0	705.9

Area evaluation rates of the respondent groups

The area evaluation rates (percent of survey respondents who provide area item ratings rather than "nonratings") of the five respondent groups and the total survey respondents are given in Table 9. The highest area evaluation rate of 92.8 percent is by the 214 graduate respondents who provided 1,588 ratings of their preparation in functional areas among their 1,712 survey responses. In comparison, 79.8 percent of the 672 faculty respondents provided 536 ratings of the graduates' preparation in functional areas.

Acceptance of Hypothesis One

There are many and varied differences between the ratings by employers of graduates' performance in eight functional areas and the ratings of graduates' preparation by graduates, students, clinical supervisors, and faculty in the 1982-1983 CORE evaluations.

A majority of the differences between the proportions of "more than adequate" ratings of the area items by employers and the proportions of "more than adequate" ratings by each of the four other groups of CORE questionnaire respondents are significantly different at the .01 or .05 levels: Of the 64 comparisons testing components of the hypothesis there are 38 significant differences between ratings and in each of the significant differences the proportion of "more than adequate" ratings by graduates, students, clinical supervisors, or faculty is smaller than the proportion of "more than adequate"

Table 9.---Area evaluation rates of employers, graduates, students, clinical supervisors, faculty, and total survey respondents; 1982-1983 CORE evaluations

Respondent group	Number of respondents	Total items (respondents x 8 areas)	Number of ratings	Group evaluation rate
Employers	137	1,096	973	88.8
Graduates	214	1,712	1,588	92.8
Students	209	1,672	1,510	90.3
Clinical Supervisors	153	1,224	1,040	85.0
Faculty	84	672	536	79.8
Total	797	6,376	5,647	88.6

ratings by the employers. In addition, differences have been identified in the number of significant differences by functional area and by respondent group, and in the magnitude of the significant differences by functional area and by respondent group. For example, the number of significant differences between ratings ranges from two in the career and vocational counseling area to seven in the area concerned with interpretation of various client evaluations, the number of significant differences among the 16 comparisons of ratings by each group ranges from two with faculty to 13 with graduates, the mean of significant differences ranges from 12.23 in the personal and social counseling area to 19.37 in the professional participation and development area, and the mean of the significant differences by group ranges from 14.25 for students to 16.06 for graduates. In addition, the area evaluation rate ranges from 79.8 percent of the faculty respondents to 92.8 percent of the graduate respondents.

Analysis of the 1982-1983 Task Ratings

The second hypothesis states that for each of the 110 performance tasks of the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaires, the proportion of "strong" ratings by employers of how well graduates perform will differ from the proportion of "strong" ratings by

- (a) graduates of how well they were prepared to perform,
- (b) students of how well they are being prepared to perform, and
- (c) agency clinical experience supervisors and

(d) faculty of how well the programs in the 1982-1983 Council on Rehabilitation Education accreditation evaluation prepare graduates to perform.

The 1982-1983 task item evaluations by employers are compared with the evaluations by each of the other four groups: 440 comparisons of "strong" ratings as a proportion of the total "weak" and "strong" ratings and 440 comparisons of "strong" ratings as a proportion of item nonresponses, ratings, and "don't know" responses by the total group survey respondents. Findings of significant differences between the respondent groups on the task ratings and the magnitude and direction of the significant differences will be used in making a decision to accept or reject the second hypothesis concerning 1982-1983 CORE data.

Number of significant differences
between respondent groups on
task ratings

Significant differences at the .01 and .05 levels of probability between the evaluations of graduates' performance of 110 rehabilitation counseling tasks by their employers and the evaluations of graduates' preparation by each of the four other groups are presented in Tables 10.1 to 10.8 (Table 10.1 provides information on the 12 tasks in the first area, Table 10.2 provides information on the 19 tasks in the second area, etc.). Significant differences between task ratings by employers and those by graduates, students, clinical

Table 10.1.--Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings	"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses
1:1	s	c
1:2		
1:3	s	
1:4	g S	
1:5		G s
1:6		
1:7		
1:8		G S
1:9		G S
1:10	G c	G S F
1:11		G S f
1:12	g S	

g Graduate ratings difference	p<.05	G Graduate ratings difference	p<.01
s Student ratings difference	p<.05	S Student ratings difference	p<.01
c Clinical supervisor ratings difference	p<.05	C Clinical supervisor ratings difference	p<.01
f Faculty ratings difference	p<.05	F Faculty ratings difference	p<.01

Tasks:

1. determining a client's readiness for a particular type of counseling approach, rehabilitation service or employment
2. evaluating client's stated need to determine if the service which the client is requesting is appropriate
3. evaluating information about a client's problems to determine a counseling approach that might help a client adapt to a setting or situation
4. consulting with psychologist or psychiatrist to clarify a report on a client in relation to rehabilitation planning
5. providing integrated medical information to the client
6. seeking information to assess the psychological implications of the individual's words or actions as related to his/her disability
7. assessing a client's past adjustment to the work world
8. interpreting the results of individual intelligence tests
9. interpreting the results of personality inventories
10. interpreting the results of group intelligence, aptitude and achievement tests
11. interpreting the results of vocational interest inventories
12. preparing abstracts of relevant materials to assist in making decisions

Table 10.2.--Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings			"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses		
2:1				s		F
2:2						
2:3	g					
2:4	G	S	f			
2:5		s				
2:6						
2:7	g					
2:8						
2:9	G	S				
2:10	G	S				
2:11	g					
2:12	G	S	c	G	s	C
2:13					s	
2:14						
2:15				s	c	F
2:16	g	s				
2:17		s		S	c	F
2:18	G	s		g	s	c
2:19					s	f

g	Graduate ratings difference	p<.05	G	Graduate ratings difference	p<.01
s	Student ratings difference	p<.05	S	Student ratings difference	p<.01
c	Clinical supervisor ratings difference	p<.05	C	Clinical supervisor ratings difference	p<.01
f	Faculty ratings difference	p<.05	F	Faculty ratings difference	p<.01

Tasks:

- determining the appropriateness of service requested by or for a client
- deciding the adequacy of information for making client related decisions
- determining appropriate resources available to implement the rehabilitation plan
- selecting clients to participate in a group counseling situation
- deciding the amount of time necessary for counseling sessions or client's decision-making process
- determining if a client's situation warrants referral to special resources
- consulting with experts in a particular field, prior to developing a training or educational program, to determine potential for final placement of the client in that field
- participating in a joint discussion with client in order to help arrive at a mutually acceptable rehabilitation plan
- negotiating an agreement on alternative services to be provided when a client has been refused a requested service
- negotiating an agreement on time and reason(s) for terminating rehabilitation services.
- obtaining understanding about a client's preferred service(s) and on the respective responsibilities involved in obtaining service(s)
- reaching an understanding about the agency's financial responsibilities for the client's rehabilitation
- securing information about the existence, onset, severity and expected duration of a client's disability(ies)
- developing intermediate rehabilitation objectives for a client during a convalescent period
- reviewing case notes and supportive documentation from transferred case in order to carry out further rehabilitation activities
- evaluating information about client's training programs
- interpretation of program rules and procedures to a client or significant others
- reviewing active case files periodically to monitor quality of case recording
- evaluating a rehabilitation plan with supervisor to test the feasibility and probable consequences of pursuing the plan

Table 10.3.--Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 3 (Career and Vocational Counseling for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings	"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses
3:1	G	
3:2		
3:3	G s	
3:4	G	
3:5		
3:6		g s
3:7	g	
3:8	G s	
3:9		
3:10		g s

g	Graduate ratings difference	p<.05	G	Graduate ratings difference	p<.01
s	Student ratings difference	p<.05	S	Student ratings difference	p<.01
c	Clinical supervisor ratings difference	p<.05	C	Clinical supervisor ratings difference	p<.01
f	Faculty ratings difference	p<.05	F	Faculty ratings difference	p<.01

Tasks:

1. selecting appropriate vocational evaluation procedures for a particular client
2. determining level and type of training or educational program with a client
3. evaluating client participation in or benefits being received from education, training or other program service in order to initiate or recommend necessary program modifications
4. helping an employed client identify job adjustment problems and develop a course of action to solve them
5. promoting a client's understanding of his/her vocational strengths and weaknesses; integrating the interpretation of vocational, psychological, and social evaluative reports as necessary
6. securing information to determine a client's vocational skills, aptitudes and interests
7. assisting a client regarding vocational plans when they appear unrealistic
8. assessing the impact of cultural-ethnic and socioeconomic factors on client's vocational goals
9. assessing the consistency of a client's vocational choice with evaluative information
10. advising a client regarding the need for ambulatory/mobility techniques or environmental adaptations required to cope with the job

Table 10.4.--Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 4 (Personal and Social Counseling for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non- responses, ratings, and "don't know" responses	
4:1	G	S		
4:2				
4:3				
4:4	G	S		
4:5	g	s		F
4:6				
4:7				
4:8				
4:9			G	s
4:10	G	S		
4:11	g			
4:12				
4:13	g			
4:14	G			
4:15				
4:16	G	s		s
4:17	G	S		c
4:18	G	S		
4:19				
4:20				
4:21	G	s		

g	Graduate ratings difference	p<.05	G	Graduate ratings difference	p<.01
s	Student ratings difference	p<.05	S	Student ratings difference	p<.01
c	Clinical supervisor ratings difference	p<.05	C	Clinical supervisor ratings difference	p<.01
f	Faculty ratings difference	p<.05	F	Faculty ratings difference	p<.01

Tasks:

1. planning group counseling sessions and formulating overall objectives for the group
2. identifying setting or conditions most appropriate for interviewing or counseling
3. identifying significant person(s) in the client's life who may be helpful in resolving problems
4. leading a weekly group counseling session focussed on adjustment and/or vocational problems
5. providing adjustment counseling and facilitating necessary life changes in dealing with a degenerative disability
6. maintaining a counseling relationship
7. assisting clients to a deeper understanding of themselves and their relationship with others
8. developing a facilitative counseling relationship
9. engaging in a mutual determination on the nature and goals of counseling
10. assisting a client with crisis resolution
11. assisting in facilitating a needed change in a client-family relationship
12. encouraging a client with a specific problem to take problem-solving action
13. encouraging a client to discuss perceptions of services being provided
14. assisting the client to develop the ability to cope
15. facilitating client's decision process
16. giving clients additional information about their disabilities in a scheduled group information session(s)
17. describing, with informed consent, the effect of a client's disability and present needs and progress to parents or guardian(s)
18. facilitating a client's cooperation in diagnostic procedures
19. seeking information to determine a client's conflicts, tensions and anxieties
20. assisting the individual to identify and verbalize need for services
21. discussing placement plans with client and staff members of community facility to alleviate client's fears regarding placement at the facility

Table 10.5.--Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 5 (Job Development and Placement for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings	"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses
5:1	g	f
5:2		f
5:3	G c	
5:4	g C	s c f
5:5	G	
5:6	g	s
5:7	g	
5:8		G s f
5:9	G	s f
5:10	G S C f	
5:11	G c	s
5:12	g	

g	Graduate ratings difference	p<.05	G	Graduate ratings difference	p<.01
s	Student ratings difference	p<.05	S	Student ratings difference	p<.01
c	Clinical supervisor ratings difference	p<.05	C	Clinical supervisor ratings difference	p<.01
f	Faculty ratings difference	p<.05	F	Faculty ratings difference	p<.01

Tasks:

1. procure information from the community on the existence of businesses and industries
2. determine the occupational classifications within businesses and industries in the community
3. identify and contact employers to actively develop and/or identify job opportunities for rehabilitation clients
4. evaluate job activities through the use of task analysis inventories and job analysis schedules to determine aid in job modification and restructuring
5. provide education and/or training of prospective employers about various disabilities and any vocational implications, the use of assistive devices, job accommodation and facility services
6. assist employers to identify, modify and/or eliminate architectural, procedural and/or attitudinal barriers to the employment and advancement of disabled individuals
7. review vocational, physical and social related data to determine client job readiness for competitive employment
8. teach appropriate job seeking and retention skills, as needed, for competitive employment
9. conduct individual and group counseling to facilitate work adjustment
10. establish follow-up and/or follow-along procedures for disabled clients who are in competitive or other employment settings
11. reading materials pertinent to the evaluation of labor market trends
12. providing an inquirer with detailed information about vocational rehabilitation and the service programs it encompasses

Table 10.6.--Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 6 (Community Resources Utilization) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings	"Strong" ratings as a percent of total survey responses: item non- responses, ratings, and "don't know" responses
6:1	G S	
6:2		
6:3	s	
6:4	G s	G S C F
6:5	G S	
6:6	g	
6:7		
6:8	g s c	
6:9		
6:10	G	
6:11		
6:12	s	
6:13	G S	
6:14		
6:15	g s	
6:16		
6:17	G S	
6:18	g S	
6:19	G S	

g	Graduate ratings difference	p<.05	G	Graduate ratings difference	p<.01
s	Student ratings difference	p<.05	S	Student ratings difference	p<.01
c	Clinical supervisor ratings difference	p<.05	C	Clinical supervisor ratings difference	p<.01
f	Faculty ratings difference	p<.05	F	Faculty ratings difference	p<.01

Tasks:

- determining appropriate resources for providing family services
- conferring with liaison personnel at other community service agencies
- exchanging information with other service providers involved with the client
- explaining the purpose of specific programs, facilities or institutions
- arranging genetic counseling for a client as recommended by a medical professional
- referring client to a school or college setting for necessary coursework
- referring clients to community volunteer groups that provide needed resources
- contacting a resource to whom a client is being referred to determine mutual responsibilities
- referring client to work adjustment center or rehabilitation facility
- referring to, and assisting client to deal with, those agencies or individuals that provide financial assistance
- providing information regarding availability of medical, dental or other services
- contacting liaison person to arrange for the acceptance of a client by the resource center
- arranging a learning or reality-testing experience for a client in the community
- determining whether rehabilitation centers or facilities, sheltered workshops, and other educational or training sites within an area provide viable occupational training
- consulting with representatives of community agencies in order to provide expertise in relation to the vocational problems of the disabled
- seeking to improve those conditions that impede the successful rehabilitation of clients with a specific disability
- working with community members in developing and implementing programs to improve social, vocational, educational and employment opportunities for the disabled
- maintaining regular contacts and attending scheduled meetings to promote cooperative efforts with representatives of other programs, halfway houses and community agencies that provide services to clients with a specific disability
- providing information regarding agency programs to current and potential referral sources

Table 10.7.--Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 7 (Recording and Reporting for Individual Clients) of 1992-1993 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings; "weak" and "strong" ratings	"Strong" ratings as a percent of total survey responses; item non-responses, ratings, and "don't know" responses
7:1		
7:2		
7:3	G S	g s C f
7:4	g s	
7:5		F

g Graduate ratings difference	p<.05	G Graduate ratings difference	p<.01
s Student ratings difference	p<.05	S Student ratings difference	p<.01
c Clinical supervisor ratings difference	p<.05	C Clinical supervisor ratings difference	p<.01
f Faculty ratings difference	p<.05	F Faculty ratings difference	p<.01

Tasks:

1. developing a rehabilitation plan with a client
2. preparing a summary report, detailing and synthesizing individual's vocational aptitudes/interests, work evaluation report, intelligence, academic achievement, etc.
3. informing a client of reasons for denial of services
4. writing a summary report on a rehabilitation plan
5. maintaining a summary of information obtained during visits with a client or a client's family for the case record

Table 10.8.--Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 8 (Professional Participation and Development) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses			
8:1			C			
8:2						
8:3	G	S				
8:4	G	S				
8:5	G	S	G	S	C	
8:6				S	C	f
8:7		S	G	S	C	F
8:8	g	s	g		C	
8:9	G	s	g	s	C	f
8:10	G	S		s	c	
8:11	G	S	G	S	C	F
8:12		S	g	S	C	F

g	Graduate ratings difference	p<.05	G	Graduate ratings difference	p<.01
s	Student ratings difference	p<.05	S	Student ratings difference	p<.01
c	Clinical supervisor ratings difference	p<.05	C	Clinical supervisor ratings difference	p<.01
f	Faculty ratings difference	p<.05	F	Faculty ratings difference	p<.01

Tasks:

1. participating in appropriate professional organizations
2. involvement in current issues affecting the profession and/or client populations
3. assisting in the preparation of legislative proposals to be considered on the state, or possibly federal, level
4. self-initiating or participating in agency-initiated research or evaluation projects
5. participating actively in regularly scheduled meetings in program area
6. learning application of agency policies and procedures by reading manuals, case records and other materials
7. reviewing agency's rules to determine requirements for employment and promotion
8. determining methods to assess problems involved in delivering services to rehabilitation clients
9. consulting with staff development specialists to establish and coordinate training efforts
10. disseminating information about the program through community participation, speeches, correspondence, and the use of newspapers, articles, radio and TV programs
11. participating actively in training conferences and in-service training sessions
12. sharing information gained at training sessions with colleagues who did not attend

supervisors, and faculty are found in 23 percent or 202 of the 880 comparisons testing the hypothesis. Of the 202 significant differences, 114 are with "strong" ratings as a proportion of total "weak" and "strong" ratings and the remaining 88 are with "strong" ratings as a proportion of the total task item nonresponses, "weak" and "strong" ratings, and "don't know" responses.

Number of significant differences
by performance task and area

Of the eight comparisons of group ratings for each task, the number of significant differences ranges from one to six. There is at least one significant difference between the group ratings for 75 percent or 82 of the 110 tasks. Of these 82 tasks, 22 have only one significant difference. There are only two failures to find a significant difference among the eight comparisons for the following six tasks: two tasks in the planning and care management area (Task 12: reaching an understanding about the agency's financial responsibilities for the client's rehabilitation, and Task 18: reviewing active case files periodically to monitor quality of case recording), Task 4 in the community resources utilizations area (explaining the purpose of specific programs, facilities, or institutions), Task 3 in the recording and reporting area (informing a client of reasons for denial of services), and two tasks in the professional participation and development area (Task 9: consulting with staff development specialists to establish and coordinate training efforts, and Task 11:

participating actively in training conferences and in-service training sessions).

In addition, there are one to six significant differences for each of the 12 tasks in Area 5 (Job Development and Placement) and there are one to six significant differences for 92 percent or 11 of the 12 tasks in Area 8 (Professional Participation and Development). At the other end of the continuum there are significant differences for only 60 percent or three of the five tasks in Area 7 (Recording and Reporting) and for 63 percent or 12 of the 19 tasks in Area 4 (Personal and Social Counseling).

The number of significant differences among the comparisons of task ratings in each of the functional areas is as follows: 20 among 96 in Area 1 (Interpretation of Evaluations), 36 among 152 in Area 2 (Planning and Case Management), 11 among 80 in Area 3 (Career and Vocational Counseling), 25 among 168 in Area 4 (Personal and Social Counseling), 28 among 96 in Area 5 (Job Development and Placement), 30 among 152 in Area 6 (Community Resources Utilization), 9 among 40 in Area 7 (Recording and Reporting), and 43 among 96 in Area 8 (Professional Participation and Development).

Number of significant differences
by respondent group

Of the 220 comparisons of the ratings of graduates' preparation for rehabilitation tasks by each of four groups and the ratings of graduates' performance by their employers, there are differences

between the groups in the number of significant differences with employers and the percentage of comparisons that are significantly different. There are 76 significant differences with the graduate group (58 with total ratings and 18 with total survey respondents) and also 76 with the student group (45 with total ratings and 31 with total respondents). For each of these two groups significant differences are found in 34.5 percent of the 220 comparisons. There are significant differences in 27 or 12.3 percent of the comparisons of task ratings by clinical supervisors with those by employers (eight significant differences with total ratings and 19 with total respondents) and significant differences in 23 or 10.5 percent of the faculty-employer comparisons (two with total ratings and 21 with total respondents).

Magnitude and direction of significant
differences between task ratings by
employers and each of four groups

The magnitude and direction of differences between task ratings by each of the four other groups and employers in the 1982-1983 CORE evaluation are presented in 32 tables: one table for the ratings of the performance task items in each of the eight functional areas by each of the groups compared with employers. The findings of significant differences between the ratings by employers and the ratings by graduates, students, clinical supervisors, and faculty are separately described.

Magnitude and direction of significant differences with graduates

The magnitude and the direction of each difference between task ratings by the graduates and by employers are given in Tables 11.1 to 11.8. The mean of the 76 significant differences is 16.59. In 69 of the 76 significant differences the proportion of "strong" ratings by graduates is smaller than the proportion of "strong" task ratings by employers and the mean of these significant differences is 16.70, and the mean of the seven significant differences in which the graduate proportion of "strong" ratings is larger than the employer proportion of "strong" ratings is 15.43.

The proportion of "strong" ratings by graduates in all significant differences in the following four areas is smaller than the corresponding proportion of "strong" ratings by employers: 11 among the 38 comparisons in Area 2 (Rehabilitation Planning and Care Management), 12 among the 38 comparisons in Area 6 (Community Resources Utilization), three among the 10 comparisons in Area 7 (Recording and Reporting), and 13 among the 24 comparisons in Area 8 (Professional Participation and Development).

Magnitude and direction of significant differences with students

The magnitude and direction of each difference between task item ratings by the students and by the employers are given in Tables 12.1 to 12.8. The mean of the 76 significant differences is 15.10. In 61

Table 11.1.--Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
1:1	95.9	-5.7	86.1	-4.3
1:2	95.9	-1.3	85.4	-4.1
1:3	96.6	-4.2	83.9	+1.1
1:4	92.5	-10.1*	71.5	-1.4
1:5	84.3	.0	51.1	+21.8**
1:6	92.8	-2.9	75.2	+4.2
1:7	94.6	-3.2	76.6	+2.8
1:8	78.4	-11.4	42.3	+15.6**
1:9	77.6	-10.0	38.0	+17.6**
1:10	86.8	-22.4**	43.1	+9.2
1:11	93.3	-6.2	61.3	-14.4**
1:12	87.8	-12.5*	57.7	-2.1

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. determining a client's readiness for a particular type of counseling approach, rehabilitation service or employment
2. evaluating client's stated need to determine if the service which the client is requesting is appropriate
3. evaluating information about a client's problems to determine a counseling approach that might help a client adapt to a setting or situation
4. consulting with psychologist or psychiatrist to clarify a report on a client in relation to rehabilitation planning
5. providing integrated medical information to the client
6. seeking information to assess the psychological implications of the individual's words or actions as related to his/her disability
7. assessing a client's past adjustment to the work world
8. interpreting the results of individual intelligence tests
9. interpreting the results of personality inventories
10. interpreting the results of group intelligence, aptitude and achievement tests
11. interpreting the results of vocational interest inventories
12. preparing abstracts of relevant materials to assist in making decisions

Table 11.2.--Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
2:1	95.2	-.1	86.1	-4.8
2:2	93.4	+2.2	83.2	+2.4
2:3	95.0	-8.5*	82.5	-7.7
2:4	85.7	-31.0**	48.2	-7.1
2:5	86.9	-8.9	67.9	-6.7
2:6	96.6	-1.4	82.5	+1.6
2:7	89.4	-11.0*	61.3	-.1
2:8	98.3	-1.9	86.1	+.8
2:9	94.1	-23.8**	58.4	-4.2
2:10	91.4	-15.5**	62.0	-3.1
2:11	97.1	-9.8*	72.3	-8.3
2:12	90.9	-21.8**	65.7	-17.6**
2:13	95.4	-1.7	75.9	+7.3
2:14	87.7	-8.4	51.8	+8.9
2:15	95.6	-4.5	79.6	-3.0
2:16	97.1	-9.4*	73.7	-3.6
2:17	96.6	-6.1	82.5	-6.8
2:18	90.1	-20.3**	66.4	-13.6*
2:19	93.8	-3.2	77.4	-5.0

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

- determining the appropriateness of service requested by or for a client.
- deciding the adequacy of information for making client related decisions.
- determining appropriate resources available to implement the rehabilitation plan.
- selecting clients to participate in a group counseling situation.
- deciding the amount of time necessary for counseling sessions or client's decision-making process.
- determining if a client's situation warrants referral to special resources.
- consulting with experts in a particular field, prior to developing a training or educational program, to determine potential for final placement of the client in that field.
- participating in a joint discussion with client in order to help arrive at a mutually acceptable rehabilitation plan.
- negotiating an agreement on alternative services to be provided when a client has been refused a requested service.
- negotiating an agreement on time and reason(s) for terminating rehabilitation services.
- obtaining understanding about a client's preferred service(s) and on the respective responsibilities involved in obtaining service(s).
- reaching an understanding about the agency's financial responsibilities for the client's rehabilitation.
- securing information about the existence, onset, severity and expected duration of a client's disability(ies).
- developing intermediate rehabilitation objectives for a client during a convalescent period.
- reviewing case notes and supportive documentation from transferred case in order to carry out further rehabilitation activities.
- evaluating information about client's training programs.
- interpretation of program rules and procedures to a client or significant others.
- reviewing active case files periodically to monitor quality of case recording.
- evaluating a rehabilitation plan with supervisor to test the feasibility and probable consequences of pursuing the plan.

Table 11.3.--Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 3 (Career and Vocational Counseling for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
3:1	93.6	-15.8**	64.2	+1.2
3:2	94.0	-6.7	68.6	+2.0
3:3	93.8	-13.1**	66.4	-5.7
3:4	92.2	-19.4**	60.6	+6
3:5	95.3	-7.0	73.7	+3.9
3:6	95.3	-1.0	74.5	+10.5*
3:7	96.2	-8.8*	73.0	+1.3
3:8	86.4	-19.9**	55.5	-3.6
3:9	96.1	-5.1	72.3	+3.4
3:10	82.4	-8.8	40.9	+13.8*

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. selecting appropriate vocational evaluation procedures for a particular client
2. determining level and type of training or educational program with a client
3. evaluating client participation in or benefits being received from education, training or other program service in order to initiate or recommend necessary program modifications
4. helping an employed client identify job adjustment problems and develop a course of action to solve them
5. promoting a client's understanding of his/her vocational strengths and weaknesses; integrating the interpretation of vocational, psychological, and social evaluative reports as necessary
6. securing information to determine a client's vocational skills, aptitudes and interests
7. assisting a client regarding vocational plans when they appear unrealistic
8. assessing the impact of cultural-ethnic and socioeconomic factors on client's vocational goals
9. assessing the consistency of a client's vocational choice with evaluative information
10. advising a client regarding the need for ambulatory/mobility techniques or environmental adaptations required to cope with the job

Table 11.4.--Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 4 (Personal and Social Counseling for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
4:1	83.1	-33.4**	46.7	-6.0
4:2	97.3	-5.7	79.6	+2.2
4:3	95.5	-4.1	76.6	+2.4
4:4	79.2	-29.8**	41.6	-2.3
4:5	82.1	-17.9*	40.1	+9.4
4:6	98.4	-1.4	87.6	-2.6
4:7	92.6	-1.9	73.0	+4.6
4:8	97.5	+5	85.4	+5.7
4:9	96.2	+1.7	73.7	+12.3**
4:10	95.2	-16.5**	73.0	-9.0
4:11	83.0	-13.0*	53.0	+2.3
4:12	97.3	-3.5	79.6	+5.4
4:13	96.3	-9.4*	75.9	-7.7
4:14	97.3	-10.9**	78.8	-7.3
4:15	98.2	-3.9	81.0	+4.5
4:16	78.2	-27.2**	31.4	+3.6
4:17	95.3	-22.9**	59.1	-4.0
4:18	97.0	-10.7**	70.8	-3.0
4:19	95.6	-6.1	79.6	-3.9
4:20	92.9	-1.8	75.9	+3
4:21	94.8	-13.0**	67.2	-4.1

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. planning group counseling sessions and formulating overall objectives for the group
2. identifying setting or conditions most appropriate for interviewing or counseling
3. identifying significant person(s) in the client's life who may be helpful in resolving problems
4. leading a weekly group counseling session focussed on adjustment and/or vocational problems
5. providing adjustment counseling and facilitating necessary life changes in dealing with a degenerative disability
6. maintaining a counseling relationship
7. assisting clients to a deeper understanding of themselves and their relationship with others
8. developing a facilitative counseling relationship
9. engaging in a mutual determination on the nature and goals of counseling
10. assisting a client with crisis resolution
11. assisting in facilitating a needed change in a client-family relationship
12. encouraging a client with a specific problem to take problem-solving action
13. encouraging a client to discuss perceptions of services being provided
14. assisting the individual to develop the ability to cope
15. facilitating client's decision process
16. giving clients additional information about their disabilities in a scheduled group information session(s)
17. describing, with informed consent, the effect of a client's disability and present needs and progress to parents or guardian(s)
18. facilitating a client's cooperation in diagnostic procedures
19. seeking information to determine a client's conflicts, tensions and anxieties
20. assisting the individual to identify and verbalize need for services
21. discussing placement plans with client and staff members of community facility to alleviate client's fears regarding placement at the facility

Table 11.5.--Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 5 (Job Development and Placement for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
5:1	73.5	-14.8*	44.5	+1.3
5:2	76.0	-10.1	41.6	+9.8
5:3	76.6	-20.5**	43.1	+1.8
5:4	77.5	-14.6*	40.1	+9.0
5:5	74.2	-21.8**	33.6	+7.1
5:6	72.4	-18.1*	30.7	+10.9
5:7	97.9	-9.1*	67.2	+6.6
5:8	88.8	-8.6	51.8	+16.4**
5:9	86.8	-17.2**	48.2	+4.1
5:10	94.3	-27.6**	48.2	+2.3
5:11	78.1	-24.9**	36.5	+2.3
5:12	89.2	-13.7*	54.0	+2.1

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. procure information from the community on the existence of businesses and industries
2. determine the occupational classifications within businesses and industries in the community
3. identify and contact employers to actively develop and/or identify job opportunities for rehabilitation clients
4. evaluate job activities through the use of task analysis inventories and job analysis schedules to determine aid in job modification and restructuring
5. provide education and/or training of prospective employers about various disabilities and any vocational implications, the use of assistive devices, job accommodation and facility services
6. assist employers to identify, modify and/or eliminate architectural, procedural and/or attitudinal barriers to the employment and advancement of disabled individuals
7. review vocational, physical and social related data to determine client job readiness for competitive employment
8. teach appropriate job seeking and retention skills, as needed, for competitive employment
9. conduct individual and group counseling to facilitate work adjustment
10. establish follow-up and/or follow-along procedures for disabled clients who are in competitive or other employment settings
11. reading materials pertinent to the evaluation of labor market trends
12. providing an inquirer with detailed information about vocational rehabilitation and the service programs it encompasses

Table 11.6.--Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 6 (Community Resources Utilization) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
6:1	88.2	-19.1**	59.9	-6.6
6:2	94.6	-7.5	77.4	-5.0
6:3	98.3	-3.8	85.4	-4.6
6:4	97.5	-9.6**	84.7	-13.2**
6:5	74.4	-31.2**	21.2	+5.4
6:6	95.5	-10.5*	61.3	+5.1
6:7	94.4	-7.1	61.3	+6.0
6:8	98.1	-7.8*	75.9	-1.6
6:9	96.9	-5.8	69.3	+6.9
6:10	91.6	-15.2**	63.5	-6.0
6:11	89.7	-9.6	63.5	-3.2
6:12	96.8	-7.3	66.4	-2.4
6:13	92.5	-20.6**	54.7	-1.9
6:14	92.5	-8.9	62.8	+4.0
6:15	91.6	-11.4*	55.5	+5.2
6:16	92.4	-9.1	62.0	+1.1
6:17	89.0	-23.2**	47.4	+2.1
6:18	89.9	-13.8*	58.4	-.5
6:19	97.9	-11.9**	67.9	-2.0

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

- determining appropriate resources for providing family services
- conferring with liaison personnel at other community service agencies
- exchanging information with other service providers involved with the client
- explaining the purpose of specific programs, facilities or institutions
- arranging genetic counseling for a client as recommended by a medical professional
- referring client to a school or college setting for necessary coursework
- referring clients to community volunteer groups that provide needed resources
- contacting a resource to whom a client is being referred to determine mutual responsibilities
- referring client to work adjustment center or rehabilitation facility
- referring to, and assisting client to deal with, those agencies or individuals that provide financial assistance
- providing information regarding availability of medical, dental or other services
- contacting liaison person to arrange for the acceptance of a client by the resource center
- arranging a learning or reality-testing experience for a client in the community
- determining whether rehabilitation centers or facilities, sheltered workshops, and other educational or training sites within an area provide viable occupational training
- consulting with representatives of community agencies in order to provide expertise in relation to the vocational problems of the disabled
- seeking to improve those conditions that impede the successful rehabilitation of clients with a specific disability
- working with community members in developing and implementing programs to improve social, vocational, educational and employment opportunities for the disabled
- maintaining regular contacts and attending scheduled meetings to promote cooperative efforts with representatives of other programs, halfway houses and community agencies that provide services to clients with a specific disability
- providing information regarding agency programs to current and potential referral sources

Table 11.7.--Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 7
(Recording and Reporting for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
7:1	94.9	-4.5	81.8	-2.4
7:2	91.8	-3.5	73.7	+7.1
7:3	94.0	-19.0**	68.6	-12.5*
7:4	93.5	-8.5*	73.0	+1.3
7:5	93.0	-6.2	78.1	-4.3

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$.

Tasks:

1. developing a rehabilitation plan with a client
2. preparing a summary report, detailing and synthesizing individual's vocational aptitudes/interests, work evaluation report, intelligence, academic achievement, etc.
3. informing a client of reasons for denial of services
4. writing a summary report on a rehabilitation plan
5. maintaining a summary of information obtained during visits with a client or a client's family for the case record

Table 11.8.--Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 8 (Professional Participation and Development) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
8:1	84.3	-2.4	62.8	+2.6
8:2	89.5	-9.4	62.0	+2.0
8:3	52.9	-25.4**	19.7	-.1
8:4	80.0	-21.4**	46.7	-5.1
8:5	91.9	-14.7**	74.5	-20.8**
8:6	91.7	-1.6	80.3	-7.9
8:7	92.6	-8.8	73.0	-15.1**
8:8	93.5	-10.0*	73.0	-11.3*
8:9	89.1	-14.1**	65.7	-13.8*
8:10	71.3	-23.0**	41.6	-8.9
8:11	95.0	-14.0**	82.5	-20.8**
8:12	91.8	-6.5	73.7	-13.9*

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. participating in appropriate professional organizations
2. involvement in current issues affecting the profession and/or client populations
3. assisting in the preparation of legislative proposals to be considered on the state, or possibly federal, level
4. self-initiating or participating in agency-initiated research or evaluation projects
5. participating actively in regularly scheduled meetings in program area
6. learning application of agency policies and procedures by reading manuals, case records and other materials
7. reviewing agency's rules to determine requirements for employment and promotion
8. determining methods to assess problems involved in delivering services to rehabilitation clients
9. consulting with staff development specialists to establish and coordinate training efforts
10. disseminating information about the program through community participation, speeches, correspondence, and the use of newspapers, articles, radio and TV programs
11. participating actively in training conferences and in-service training sessions
12. sharing information gained at training sessions with colleagues who did not attend

Table 12.1.--Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
1:1	95.9	-7.2*	86.1	-7.2
1:2	95.9	-4.1	85.4	-5.0
1:3	96.6	-8.1*	83.9	-6.4
1:4	92.5	-13.0**	71.5	-8.3
1:5	84.3	-6.7	51.1	+12.1*
1:6	92.8	-3.8	75.2	+1.8
1:7	94.6	-3.4	76.6	+2.3
1:8	78.4	-2.2	42.3	+20.4**
1:9	77.6	+2	38.0	+25.6**
1:10	86.8	-9.5	43.1	+17.2**
1:11	93.3	-1.8	61.3	+16.2**
1:12	87.8	-15.6**	57.7	-5.5

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. determining a client's readiness for a particular type of counseling approach, rehabilitation service or employment
2. evaluating client's stated need to determine if the service which the client is requesting is appropriate
3. evaluating information about a client's problems to determine a counseling approach that might help a client adapt to a setting or situation
4. consulting with psychologist or psychiatrist to clarify a report on a client in relation to rehabilitation planning
5. providing integrated medical information to the client
6. seeking information to assess the psychological implications of the individual's words or actions as related to his/her disability
7. assessing a client's past adjustment to the work world
8. interpreting the results of individual intelligence tests
9. interpreting the results of personality inventories
10. interpreting the results of group intelligence, aptitude and achievement tests
11. interpreting the results of vocational interest inventories
12. preparing abstracts of relevant materials to assist in making decisions

Table 12.2.--Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
2:1	95.2	-4.4	86.1	-11.0*
2:2	93.4	-.3	83.2	-5.7
2:3	95.0	-7.3	82.5	-7.4
2:4	85.7	-19.8**	48.2	+3.5
2:5	86.9	-10.7*	67.9	-8.1
2:6	96.6	-3.6	82.5	-5.9
2:7	89.4	-6.9	61.3	+1.9
2:8	98.3	-3.6	86.1	-.9
2:9	94.1	-15.0**	58.4	-.5
2:10	91.4	-17.3**	62.0	-4.6
2:11	97.1	-7.0	72.3	-6.7
2:12	90.9	-18.9**	65.7	-11.6*
2:13	95.4	+2.9	75.9	+9.3*
2:14	87.7	-8.2	51.8	+9.4
2:15	95.6	-6.5	79.6	-13.1*
2:16	97.1	-8.9*	73.7	-5.8
2:17	96.6	-7.6*	82.5	-13.1**
2:18	90.1	-10.8*	66.4	-11.4*
2:19	93.8	-8.3	77.4	-12.3*

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

- determining the appropriateness of service requested by or for a client
- deciding the adequacy of information for making client related decisions
- determining appropriate resources available to implement the rehabilitation plan
- selecting clients to participate in a group counseling situation
- deciding the amount of time necessary for counseling sessions or client's decision-making process
- determining if a client's situation warrants referral to special resources
- consulting with experts in a particular field, prior to developing a training or educational program, to determine potential for final placement of the client in that field
- participating in a joint discussion with client in order to help arrive at a mutually acceptable rehabilitation plan
- negotiating an agreement on alternative services to be provided when a client has been refused a requested service
- negotiating an agreement on time and reason(s) for terminating rehabilitation services.
- obtaining understanding about a client's preferred service(s) and on the respective responsibilities involved in obtaining service(s)
- reaching an understanding about the agency's financial responsibilities for the client's rehabilitation
- securing information about the existence, onset, severity and expected duration of a client's disability(ies)
- developing intermediate rehabilitation objectives for a client during a convalescent period
- reviewing case notes and supportive documentation from transferred case in order to carry out further rehabilitation activities
- evaluating information about client's training programs
- interpretation of program rules and procedures to a client or significant others
- reviewing active case files periodically to monitor quality of case recording
- evaluating a rehabilitation plan with supervisor to test the feasibility and probable consequences of pursuing the plan

Table 12.3.--Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 3 (Career and Vocational Counseling for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
3:1	93.6	-7.6	64.2	+9.5
3:2	94.0	-2.6	68.6	+7.5
3:3	93.8	-9.9*	66.4	-1.8
3:4	92.2	-9.5	60.6	+5.9
3:5	95.3	-1.9	73.7	+8.1
3:6	95.3	+1.4	74.5	+10.7*
3:7	96.2	-2.9	73.0	+6.4
3:8	86.4	-12.6*	55.5	+2.4
3:9	96.1	-3.5	72.3	+5.7
3:10	82.4	-9.4	40.9	+14.6*

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. selecting appropriate vocational evaluation procedures for a particular client
2. determining level and type of training or educational program with a client
3. evaluating client participation in or benefits being received from education, training or other program service in order to initiate or recommend necessary program modifications
4. helping an employed client identify job adjustment problems and develop a course of action to solve them
5. promoting a client's understanding of his/her vocational strengths and weaknesses; integrating the interpretation of vocational, psychological, and social evaluative reports as necessary
6. securing information to determine a client's vocational skills, aptitudes and interests
7. assisting a client regarding vocational plans when they appear unrealistic
8. assessing the impact of cultural-ethnic and socioeconomic factors on client's vocational goals
9. assessing the consistency of a client's vocational choice with evaluative information
10. advising a client regarding the need for ambulatory/mobility techniques or environmental adaptations required to cope with the job

Table 12.4.--Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 4 (Personal and Social Counseling for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
4:1	83.1	-22.4**	46.7	+5.0
4:2	97.3	-4.1	79.6	-1.1
4:3	95.5	-2.1	76.6	+5.2
4:4	79.2	-20.9**	41.6	+3.9
4:5	82.1	-16.7*	40.1	+10.6
4:6	98.4	-1.0	87.6	+2.8
4:7	92.6	-.8	73.0	+6.9
4:8	97.5	-.1	85.4	+4.6
4:9	96.2	-1.6	73.7	+10.0*
4:10	95.2	-15.1**	73.0	-7.4
4:11	83.0	-7.8	53.0	+3.2
4:12	97.3	-2.9	79.6	+1.3
4:13	96.3	-6.1	75.9	-1.3
4:14	97.3	-4.1	78.8	+1.1
4:15	98.2	-3.7	81.0	+1.8
4:16	78.2	-20.4*	31.4	+11.2*
4:17	95.3	-26.9**	59.1	-9.3
4:18	97.0	-12.9**	70.8	-2.4
4:19	95.6	-2.6	79.6	+3.2
4:20	92.9	+9	75.9	+4.0
4:21	94.8	-10.5*	67.2	-.2

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. planning group counseling sessions and formulating overall objectives for the group
2. identifying setting or conditions most appropriate for interviewing or counseling
3. identifying significant person(s) in the client's life who may be helpful in resolving problems
4. leading a weekly group counseling session focussed on adjustment and/or vocational problems
5. providing adjustment counseling and facilitating necessary life changes in dealing with a degenerative disability
6. maintaining a counseling relationship
7. assisting clients to a deeper understanding of themselves and their relationship with others
8. developing a facilitative counseling relationship
9. engaging in a mutual determination on the nature and goals of counseling
10. assisting a client with crisis resolution
11. assisting in facilitating a needed change in a client-family relationship
12. encouraging a client with a specific problem to take problem-solving action
13. encouraging a client to discuss perceptions of services being provided
14. assisting the client to develop the ability to cope
15. facilitating client's decision process
16. giving clients additional information about their disabilities in a scheduled group information session(s)
17. describing, with informed consent, the effect of a client's disability and present needs and progress to parents or guardian(s)
18. facilitating a client's cooperation in diagnostic procedures
19. seeking information to determine a client's conflicts, tensions and anxieties
20. assisting the individual to identify and verbalize need for services
21. discussing placement plans with client and staff members of community facility to alleviate client's fears regarding placement at the facility

Table 12.5.--Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 5 (Job Development and Placement for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
5:1	73.5	-8.8	44.5	+3.8
5:2	76.0	-7.5	41.6	+7.2
5:3	76.6	-12.5	43.1	+3.8
5:4	77.5	-5.1	40.1	+14.0*
5:5	74.2	-14.3	33.6	+7.1
5:6	72.4	-10.5	30.7	+12.8*
5:7	97.9	-3.2	67.2	+9.8
5:8	88.8	-4.8	51.8	+13.8*
5:9	86.8	-7.9	48.2	+14.5*
5:10	94.3	-20.9**	48.2	+6
5:11	78.1	-10.3	36.5	+11.8*
5:12	89.2	-6.7	54.0	+2.5

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

**p < .01

Tasks:

1. procure information from the community on the existence of businesses and industries
2. determine the occupational classifications within businesses and industries in the community
3. identify and contact employers to actively develop and/or identify job opportunities for rehabilitation clients
4. evaluate job activities through the use of task analysis inventories and job analysis schedules to determine aid in job modification and restructuring
5. provide education and/or training of prospective employers about various disabilities and any vocational implications, the use of assistive devices, job accommodation and facility services
6. assist employers to identify, modify and/or eliminate architectural, procedural and/or attitudinal barriers to the employment and advancement of disabled individuals
7. review vocational, physical and social related data to determine client job readiness for competitive employment
8. teach appropriate job seeking and retention skills, as needed, for competitive employment
9. conduct individual and group counseling to facilitate work adjustment
10. establish follow-up and/or follow-along procedures for disabled clients who are in competitive or other employment settings
11. reading materials pertinent to the evaluation of labor market trends
12. providing an inquirer with detailed information about vocational rehabilitation and the service programs it encompasses

Table 12.6.--Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 6 (Community Resources Utilization) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
6:1	88.2	-17.9**	59.9	-6.8
6:2	94.6	-5.6	77.4	-8.0
6:3	98.3	-7.2*	85.4	-11.7*
6:4	97.5	-7.3*	84.7	-14.4**
6:5	74.4	-28.1**	21.2	+8.9
6:6	95.5	-5.0	61.3	+7.1
6:7	94.4	-5.6	61.3	+6.6
6:8	98.1	-8.2*	75.9	-3.7
6:9	96.9	-2.9	69.3	+5.3
6:10	91.6	-6.5	63.5	-3.2
6:11	89.7	-8.8	63.5	-4.6
6:12	96.8	-10.2*	66.4	-4.7
6:13	92.6	-27.5**	54.7	-8.3
6:14	92.5	-4.5	62.8	+7.5
6:15	91.6	-12.7*	55.5	+1.9
6:16	92.4	-8.5	62.0	+2
6:17	89.0	-19.8**	47.4	+9
6:18	89.9	-16.6**	58.4	-11.0
6:19	97.9	-14.9**	67.9	-9.5

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

- determining appropriate resources for providing family services
- conferring with liaison personnel at other community service agencies
- exchanging information with other service providers involved with the client
- explaining the purpose of specific programs, facilities or institutions
- arranging genetic counseling for a client as recommended by a medical professional
- referring client to a school or college setting for necessary coursework
- referring clients to community volunteer groups that provide needed resources
- contacting a resource to whom a client is being referred to determine mutual responsibilities
- referring client to work adjustment center or rehabilitation facility
- referring to, and assisting client to deal with, those agencies or individuals that provide financial assistance
- providing information regarding availability of medical, dental or other services
- contacting liaison person to arrange for the acceptance of a client by the resource center
- arranging a learning or reality-testing experience for a client in the community
- determining whether rehabilitation centers or facilities, sheltered workshops, and other educational or training sites within an area provide viable occupational training
- consulting with representatives of community agencies in order to provide expertise in relation to the vocational problems of the disabled
- seeking to improve those conditions that impede the successful rehabilitation of clients with a specific disability
- working with community members in developing and implementing programs to improve social, vocational, educational and employment opportunities for the disabled
- maintaining regular contacts and attending scheduled meetings to promote cooperative efforts with representatives of other programs, halfway houses and community agencies that provide services to clients with a specific disability
- providing information regarding agency programs to current and potential referral sources

Table 12.7.--Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 7 (Recording and Reporting for Individual Clients) of 1982-1993 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
7:1	94.9	-5.4	81.8	-4.3
7:2	91.8	-7.9	73.7	-6.2
7:3	94.0	-18.0**	68.6	-14.1*
7:4	93.5	-9.5*	73.0	-5.1
7:5	93.0	-3.5	78.1	-4.9

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. developing a rehabilitation plan with a client
2. preparing a summary report, detailing and synthesizing individual's vocational aptitudes/interests, work evaluation report, intelligence, academic achievement, etc.
3. informing a client of reasons for denial of services
4. writing a summary report on a rehabilitation plan
5. maintaining a summary of information obtained during visits with a client or a client's family for the case record

Table 12.8.--Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 8 (Professional Participation and Development) of 1982-1993 CQRE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
8:1	84.3	-7.5	62.8	-1.1
8:2	89.5	-8.3	62.0	+4.0
8:3	52.9	-22.7**	19.7	+4
8:4	80.0	-21.8**	46.7	-9.4
8:5	91.9	-20.5**	74.5	-21.9**
8:6	91.7	-3.9	80.3	-14.7**
8:7	92.6	-13.5**	73.0	-20.4**
8:8	93.5	-10.1*	73.0	-10.3
8:9	89.1	-12.5*	65.7	-12.6*
8:10	71.3	-24.0**	41.6	-11.9*
8:11	95.0	-18.0**	82.5	-26.5**
8:12	91.8	-12.6**	73.7	-17.2**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. participating in appropriate professional organizations
2. involvement in current issues affecting the profession and/or client populations
3. assisting in the preparation of legislative proposals to be considered on the state, or possibly federal, level
4. self-initiating or participating in agency-initiated research or evaluation projects
5. participating actively in regularly scheduled meetings in program area
6. learning application of agency policies and procedures by reading manuals, case records and other materials
7. reviewing agency's rules to determine requirements for employment and promotion
8. determining methods to assess problems involved in delivering services to rehabilitation clients
9. consulting with staff development specialists to establish and coordinate training efforts
10. disseminating information about the program through community participation, speeches, correspondence, and the use of newspapers, articles, radio and TV programs
11. participating actively in training conferences and in-service training sessions
12. sharing information gained at training sessions with colleagues who did not attend

of the 76 significant differences the proportion of "strong" ratings by students is smaller than the proportion of "strong" ratings of graduates' performance by employers and the mean of these significant differences is 15.30, and the student proportion of "strong" ratings is larger than the employer proportion of "strong" ratings in seven significant differences with a 14.28 mean.

There are 13 significant differences among the 38 comparisons in the community resources utilization area, seven among the 10 comparisons in the recording and reporting area, and 16 among the 24 comparisons in the professional participation and development area. In each of these 36 significant differences in Areas 6 through 8 the proportion of "strong" assessments by students is smaller than the employer proportion of "strong" assessments.

Magnitude and direction of significant differences with clinical supervisors

The magnitude and direction of each difference between task ratings by clinical supervisors and employers are presented in Tables 13.1 to 13.8. No significant differences were found among the 20 comparisons of task ratings in Area 3 (Career and Vocational Counseling). In all 27 significant differences among the 200 comparisons of task ratings in the other seven areas, the proportion of "strong" ratings by clinical supervisors is smaller than the corresponding proportion of "strong" ratings by employers. The mean of the significant differences is 16.48.

Table 13.1.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
1:1	95.9	-6.0	86.1	-10.3*
1:2	95.9	-4.9	85.4	-6.3
1:3	96.6	-5.3	83.9	-8.7
1:4	92.5	-6.1	71.5	-4.8
1:5	84.3	+1.9	51.1	+10.3
1:6	92.8	.0	75.2	+6
1:7	94.6	-.7	76.6	-6.7
1:8	78.4	-7.6	42.3	+6.7
1:9	77.6	-3.3	38.0	+11.0
1:10	86.8	-15.1*	43.1	+3.3
1:11	93.3	-4.4	61.3	+1.4
1:12	87.8	-3.0	57.7	-6.7

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. determining a client's readiness for a particular type of counseling approach, rehabilitation service or employment
2. evaluating client's stated need to determine if the service which the client is requesting is appropriate
3. evaluating information about a client's problems to determine a counseling approach that might help a client adapt to a setting or situation
4. consulting with psychologist or psychiatrist to clarify a report on a client in relation to rehabilitation planning
5. providing integrated medical information to the client
6. seeking information to assess the psychological implications of the individual's words or actions as related to his/her disability
7. assessing a client's past adjustment to the work world
8. interpreting the results of individual intelligence tests
9. interpreting the results of personality inventories
10. interpreting the results of group intelligence, aptitude and achievement tests
11. interpreting the results of vocational interest inventories
12. preparing abstracts of relevant materials to assist in making decisions

Table 13.2.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
2:1	95.2	-2.2	86.1	-7.7
2:2	93.4	+1.2	83.2	-2.8
2:3	95.0	-3.5	82.5	-4.7
2:4	85.7	-10.7	48.2	-5.1
2:5	86.9	-.4	67.9	-5.2
2:6	96.6	-.4	82.5	+.5
2:7	89.4	-1.8	61.3	+3.4
2:8	98.3	-1.2	86.1	+.8
2:9	94.1	-7.1	58.4	-6.1
2:10	91.4	-1.1	62.0	-1.2
2:11	97.1	-3.6	72.3	-6.3
2:12	90.9	-13.8*	65.7	-23.9**
2:13	95.4	+.6	75.9	+1.9
2:14	87.7	-2.6	51.8	+.5
2:15	95.6	-4.3	79.6	-11.0*
2:16	97.1	-3.8	73.7	-10.3
2:17	96.6	+.6	82.5	-13.2*
2:18	90.1	-8.7	66.4	-14.8*
2:19	93.8	-3.8	77.4	-6.8

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

- determining the appropriateness of service requested by or for a client
- deciding the adequacy of information for making client related decisions
- determining appropriate resources available to implement the rehabilitation plan
- selecting clients to participate in a group counseling situation
- deciding the amount of time necessary for counseling sessions or client's decision-making process
- determining if a client's situation warrants referral to special resources
- consulting with experts in a particular field, prior to developing a training or educational program, to determine potential for final placement of the client in that field
- participating in a joint discussion with client in order to help arrive at a mutually acceptable rehabilitation plan
- negotiating an agreement on alternative services to be provided when a client has been refused a requested service
- negotiating an agreement on time and reason(s) for terminating rehabilitation services
- obtaining understanding about a client's preferred service(s) and on the respective responsibilities involved in obtaining service(s)
- reaching an understanding about the agency's financial responsibilities for the client's rehabilitation
- securing information about the existence, onset, severity and expected duration of a client's disability(ies)
- developing intermediate rehabilitation objectives for a client during a convalescent period
- reviewing case notes and supportive documentation from transferred case in order to carry out further rehabilitation activities
- evaluating information about client's training programs
- interpretation of program rules and procedures to a client or significant others
- reviewing active case files periodically to monitor quality of case recording
- evaluating a rehabilitation plan with supervisor to test the feasibility and probable consequences of pursuing the plan

Table 13.3.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 3 (Career and Vocational Counseling for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
3:1	93.6	-6.7	64.2	-3.4
3:2	94.0	-2.0	68.6	-1.3
3:3	93.8	-8.1	66.4	-11.5
3:4	92.2	-7.1	60.6	-8.3
3:5	95.3	-1.0	73.7	+1.5
3:6	95.3	+1.2	74.5	-2.6
3:7	96.2	-7.3	73.0	-5.0
3:8	86.4	-5.1	55.5	-7.1
3:9	96.1	-2.9	72.3	-9.6
3:10	82.4	-6.1	40.9	-1.0

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. selecting appropriate vocational evaluation procedures for a particular client
2. determining level and type of training or educational program with a client
3. evaluating client participation in or benefits being received from education, training or other program service in order to initiate or recommend necessary program modifications
4. helping an employed client identify job adjustment problems and develop a course of action to solve them
5. promoting a client's understanding of his/her vocational strengths and weaknesses; integrating the interpretation of vocational, psychological, and social evaluative reports as necessary
6. securing information to determine a client's vocational skills, aptitudes and interests
7. assisting a client regarding vocational plans when they appear unrealistic
8. assessing the impact of cultural-ethnic and socioeconomic factors on client's vocational goals
9. assessing the consistency of a client's vocational choice with evaluative information
10. advising a client regarding the need for ambulatory/mobility techniques or environmental adaptations required to cope with the job

Table 13.4.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 4 (Personal and Social Counseling for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
4:1	83.1	-10.1	46.7	-4.2
4:2	97.3	-.7	79.6	-5.1
4:3	95.5	-2.3	76.6	-5.4
4:4	79.2	-3.6	41.6	+.9
4:5	82.1	.0	40.1	+5.0
4:6	98.4	-3.5	87.6	-2.6
4:7	92.6	-3.6	73.0	+.9
4:8	97.5	-2.0	85.4	-2.4
4:9	96.2	-2.1	73.7	-1.2
4:10	95.2	-8.1	73.0	-7.0
4:11	83.0	-3.6	53.0	-.4
4:12	97.3	-.5	79.6	-1.2
4:13	96.3	-2.6	75.9	-7.9
4:14	97.3	-5.6	78.8	-6.3
4:15	98.2	-2.3	81.0	-3.9
4:16	78.2	-5.0	31.4	+2.6
4:17	95.3	-10.8*	59.1	-12.7*
4:18	97.0	-4.0	70.8	-.9
4:19	95.6	-.6	79.6	-5.1
4:20	92.9	+3.7	75.9	-1.4
4:21	94.8	-4.0	67.2	-2.5

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. planning group counseling sessions and formulating overall objectives for the group
2. identifying setting or conditions most appropriate for interviewing or counseling
3. identifying significant person(s) in the client's life who may be helpful in resolving problems
4. leading a weekly group counseling session focussed on adjustment and/or vocational problems
5. providing adjustment counseling and facilitating necessary life changes in dealing with a degenerative disability
6. maintaining a counseling relationship
7. assisting clients to a deeper understanding of themselves and their relationship with others
8. developing a facilitative counseling relationship
9. engaging in a mutual determination on the nature and goals of counseling
10. assisting a client with crisis resolution
11. assisting in facilitating a needed change in a client-family relationship
12. encouraging a client with a specific problem to take problem-solving action
13. encouraging a client to discuss perceptions of services being provided
14. assisting the client to develop the ability to cope
15. facilitating client's decision process
16. giving clients additional information about their disabilities in a scheduled group information session(s)
17. describing, with informed consent, the effect of a client's disability and present needs and progress to parents or guardian(s)
18. facilitating a client's cooperation in diagnostic procedures
19. seeking information to determine a client's conflicts, tensions and anxieties
20. assisting the individual to identify and verbalize need for services
21. discussing placement plans with client and staff members of community facility to alleviate client's fears regarding placement at the facility

Table 13.5.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 5 (Job Development and Placement for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
5:1	73.5	-11.5	44.5	-7.2
5:2	76.0	-13.0	41.6	-8.3
5:3	76.6	-17.6*	43.1	-11.1
5:4	77.5	-22.2**	40.1	-12.6*
5:5	74.2	-13.9	33.6	-4.8
5:6	72.4	-16.0	30.7	-1.9
5:7	97.9	-6.6	67.2	-5.1
5:8	88.8	-3.5	51.8	+1.1
5:9	86.8	-1.5	48.2	+4.7
5:10	94.3	-18.0**	48.2	-10.3
5:11	78.1	-22.4*	36.5	-11.0
5:12	89.2	-1.1	54.0	-5.6

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

**p < .01

Tasks:

1. procure information from the community on the existence of businesses and industries
2. determine the occupational classifications within businesses and industries in the community
3. identify and contact employers to actively develop and/or identify job opportunities for rehabilitation clients
4. evaluate job activities through the use of task analysis inventories and job analysis schedules to determine aid in job modification and restructuring
5. provide education and/or training of prospective employers about various disabilities and any vocational implications, the use of assistive devices, job accommodation and facility services
6. assist employers to identify, modify and/or eliminate architectural, procedural and/or attitudinal barriers to the employment and advancement of disabled individuals
7. review vocational, physical and social related data to determine client job readiness for competitive employment
8. teach appropriate job seeking and retention skills, as needed, for competitive employment
9. conduct individual and group counseling to facilitate work adjustment
10. establish follow-up and/or follow-along procedures for disabled clients who are in competitive or other employment settings
11. reading materials pertinent to the evaluation of labor market trends
12. providing an inquirer with detailed information about vocational rehabilitation and the service programs it encompasses

Table 13.6.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 6 (Community Resources Utilization) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
6:1	88.2	-4.2	59.9	-1.7
6:2	94.6	-1.4	77.4	-6.2
6:3	98.3	-2.5	85.4	-11.5
6:4	97.5	-6.6	84.7	-19.3**
6:5	74.4	-13.3	21.2	+4
6:6	95.5	-1.6	61.3	-5
6:7	94.4	+1.6	61.3	+8
6:8	98.1	-7.2*	75.9	-10.5
6:9	96.9	+3	69.3	-7
6:10	91.6	-5.6	63.5	-11.2
6:11	89.7	+3	63.5	-4.7
6:12	96.8	-1.6	66.4	-1.7
6:13	92.6	-6.5	54.7	-10.3
6:14	92.5	+4	62.8	-2.7
6:15	91.6	-7.0	55.5	-5.2
6:16	92.4	-1.0	62.0	-6.4
6:17	89.0	-9.0	47.4	-5.6
6:18	89.9	-5.4	58.4	-12.0
6:19	97.9	-5.0	67.9	-8.4

- smaller proportion of "strong" ratings than by employers
+ larger proportion of "strong" ratings than by employers

* p <.05

** p <.01

Tasks:

- determining appropriate resources for providing family services
- conferring with liaison personnel at other community service agencies
- exchanging information with other service providers involved with the client
- explaining the purpose of specific programs, facilities or institutions
- arranging genetic counseling for a client as recommended by a medical professional
- referring client to a school or college setting for necessary coursework
- referring clients to community volunteer groups that provide needed resources
- contacting a resource to whom a client is being referred to determine mutual responsibilities
- referring client to work adjustment center or rehabilitation facility
- referring to, and assisting client to deal with, those agencies or individuals that provide financial assistance
- providing information regarding availability of medical, dental or other services
- contacting liaison person to arrange for the acceptance of a client by the resource center
- arranging a learning or reality-testing experience for a client in the community
- determining whether rehabilitation centers or facilities, sheltered workshops, and other educational or training sites within an area provide viable occupational training
- consulting with representatives of community agencies in order to provide expertise in relation to the vocational problems of the disabled
- seeking to improve those conditions that impede the successful rehabilitation of clients with a specific disability
- working with community members in developing and implementing programs to improve social, vocational, educational and employment opportunities for the disabled
- maintaining regular contacts and attending scheduled meetings to promote cooperative efforts with representatives of other programs, halfway houses and community agencies that provide services to clients with a specific disability
- providing information regarding agency programs to current and potential referral sources

Table 13.7.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 7 (Recording and Reporting for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
7:1	94.9	-3.3	81.8	-3.4
7:2	91.8	-2.2	73.7	-6.4
7:3	94.0	-6.2	68.6	-17.0**
7:4	93.5	-8.0	73.0	-7.6
7:5	93.0	-.6	78.1	-6.2

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. developing a rehabilitation plan with a client
2. preparing a summary report, detailing and synthesizing individual's vocational aptitudes/interests, work evaluation report, intelligence, academic achievement, etc.
3. informing a client of reasons for denial of services
4. writing a summary report on a rehabilitation plan
5. maintaining a summary of information obtained during visits with a client or a client's family for the case record

Table 13.8.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area S (Professional Participation and Development) of 1932-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
8:1	84.3	+9	62.8	-17.7**
8:2	89.5	+1.3	62.0	-10.4
8:3	52.9	-7.3	19.7	-2.7
8:4	80.0	-8.2	46.7	-10.1
8:5	91.9	+1.3	74.5	-20.9**
8:6	91.7	.0	80.3	-15.6**
8:7	92.6	-7.0	73.0	-22.7**
8:8	93.5	+1.0	73.0	-16.8**
8:9	89.1	-4.9	65.7	-23.9**
8:10	71.3	-5.6	41.6	-12.8*
8:11	95.0	-.7	82.5	-17.6**
8:12	91.8	+2.1	73.7	-23.4**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. participating in appropriate professional organizations
2. involvement in current issues affecting the profession and/or client populations
3. assisting in the preparation of legislative proposals to be considered on the state, or possibly federal, level
4. self-initiating or participating in agency-initiated research or evaluation projects
5. participating actively in regularly scheduled meetings in program area
6. learning application of agency policies and procedures by reading manuals, case records and other materials
7. reviewing agency's rules to determine requirements for employment and promotion
8. determining methods to assess problems involved in delivering services to rehabilitation clients
9. consulting with staff development specialists to establish and coordinate training efforts
10. disseminating information about the program through community participation, speeches, correspondence, and the use of newspapers, articles, radio and TV programs
11. participating actively in training conferences and in-service training sessions
12. sharing information gained at training sessions with colleagues who did not attend

Magnitude and direction of significant differences with faculty

The magnitude and direction of each difference between task ratings by faculty and by employers are provided in Tables 14.1 to 14.8. The mean of the 23 significant differences among the 880 comparisons is 18.32. In 15 significant differences the proportion of "strong" ratings by the faculty respondents is smaller than the employer proportion of "strong" ratings and the mean of these significant differences is 18.20, and in the remaining eight significant differences the proportion of "strong" ratings by faculty is larger than the employer proportion with a mean of 18.54.

There are no significant differences between faculty and employer ratings of the performance tasks in Area 3 (Career and Vocational Counseling). In the only two significant differences between ratings among the 24 comparisons in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations) and the single significant difference among the 42 comparisons in Area 4 (Personal and Social Counseling) the faculty proportion of "strong" ratings is larger than the corresponding employer proportion. In the 14 significant differences among the 110 comparisons of ratings in the second, sixth, seventh, and eighth areas the faculty proportion of "strong" ratings is smaller than the employer proportion. Of the six significant differences among the 96 comparisons in Area 5 (Job Development and Placement) there is a combination of smaller and larger proportions of "strong" ratings by faculty: The number of

Table 14.1.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
1:1	95.9	+4.1	86.1	-9.9
1:2	95.9	+2.5	85.4	-10.4
1:3	96.6	+1.8	83.9	-8.9
1:4	92.5	-3.4	71.5	-13.2
1:5	84.3	+10.4	51.1	+13.2
1:6	92.8	+4.0	75.2	-3.8
1:7	94.6	-.9	76.6	-6.4
1:8	78.4	-.4	42.3	+12.5
1:9	77.6	-5.2	38.0	+12.0
1:10	86.8	+8.4	43.1	+28.3**
1:11	93.3	+5.2	61.3	+14.9*
1:12	87.8	-9.4	57.7	-10.1

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. determining a client's readiness for a particular type of counseling approach, rehabilitation service or employment
2. evaluating client's stated need to determine if the service which the client is requesting is appropriate
3. evaluating information about a client's problems to determine a counseling approach that might help a client adapt to a setting or situation
4. consulting with psychologist or psychiatrist to clarify a report on a client in relation to rehabilitation planning
5. providing integrated medical information to the client
6. seeking information to assess the psychological implications of the individual's words or actions as related to his/her disability
7. assessing a client's past adjustment to the work world
8. interpreting the results of individual intelligence tests
9. interpreting the results of personality inventories
10. interpreting the results of group intelligence, aptitude and achievement tests
11. interpreting the results of vocational interest inventories
12. preparing abstracts of relevant materials to assist in making decisions

Table 14.2.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1932-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
2:1	95.2	+4.8	86.1	-15.9**
2:2	93.4	+5.1	83.2	-7.0
2:3	95.0	+5	82.5	-7.5
2:4	85.7	-18.4*	48.2	-6.5
2:5	86.9	-2.4	67.9	-9.6
2:6	96.6	+1.8	82.5	-8.7
2:7	89.4	+8.8	61.3	+5.4
2:8	98.3	+1.7	86.1	-7.5
2:9	94.1	-8.1	58.4	-7.2
2:10	91.4	-5.7	62.0	-12.0
2:11	97.1	+2.9	72.3	-4.4
2:12	90.9	-2.9	65.7	+13.3
2:13	95.4	+1.5	75.9	-.9
2:14	87.7	+3.4	51.8	+8.9
2:15	95.6	+5	79.6	-21.3**
2:16	97.1	-2.7	73.7	-13.0
2:17	96.6	-.3	82.5	-20.6**
2:18	90.1	-2.6	66.4	-16.4*
2:19	93.8	+6.2	77.4	-11.9

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

- determining the appropriateness of service requested by or for a client
- deciding the adequacy of information for making client related decisions
- determining appropriate resources available to implement the rehabilitation plan
- selecting clients to participate in a group counseling situation
- deciding the amount of time necessary for counseling sessions or client's decision-making process
- determining if a client's situation warrants referral to special resources
- consulting with experts in a particular field, prior to developing a training or educational program, to determine potential for final placement of the client in that field
- participating in a joint discussion with client in order to help arrive at a mutually acceptable rehabilitation plan
- negotiating an agreement on alternative services to be provided when a client has been refused a requested service
- negotiating an agreement on time and reason(s) for terminating rehabilitation services
- obtaining understanding about a client's preferred service(s) and on the respective responsibilities involved in obtaining service(s)
- reaching an understanding about the agency's financial responsibilities for the client's rehabilitation
- securing information about the existence, onset, severity and expected duration of a client's disability(ies)
- developing intermediate rehabilitation objectives for a client during a convalescent period
- reviewing case notes and supportive documentation from transferred case in order to carry out further rehabilitation activities
- evaluating information about client's training programs
- interpretation of program rules and procedures to a client or significant others
- reviewing active case files periodically to monitor quality of case recording
- evaluating a rehabilitation plan with supervisor to test the feasibility and probable consequences of pursuing the plan

Table 14.3.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 3 (Career and Vocational Counseling for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
3:1	93.6	-1.7	64.2	+3.7
3:2	94.0	+1.2	68.6	+2.8
3:3	93.8	-.9	66.4	-4.5
3:4	92.2	-7.7	60.6	-2.3
3:5	95.3	+1.7	73.7	+2.5
3:6	95.3	+.2	74.5	+1.7
3:7	96.2	+.5	73.0	-2.8
3:8	86.4	-8.6	55.5	-5.5
3:9	96.1	-2.7	72.3	-4.4
3:10	82.4	-3.6	40.9	+7.9

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. selecting appropriate vocational evaluation procedures for a particular client
2. determining level and type of training or educational program with a client
3. evaluating client participation in or benefits being received from education, training or other program service in order to initiate or recommend necessary program modifications
4. helping an employed client identify job adjustment problems and develop a course of action to solve them
5. promoting a client's understanding of his/her vocational strengths and weaknesses; integrating the interpretation of vocational, psychological, and social evaluative reports as necessary
6. securing information to determine a client's vocational skills, aptitudes and interests
7. assisting a client regarding vocational plans when they appear unrealistic
8. assessing the impact of cultural-ethnic and socioeconomic factors on client's vocational goals
9. assessing the consistency of a client's vocational choice with evaluative information
10. advising a client regarding the need for ambulatory/mobility techniques or environmental adaptations required to cope with the job

Table 14.4.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 4 (Personal and Social Counseling for Individual Clients) of 1992-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
4:1	83.1	-12.2	46.7	-.3
4:2	97.3	+2.7	79.6	-3.4
4:3	95.5	-1.5	76.6	-1.6
4:4	79.2	-3.7	41.6	+6.0
4:5	82.1	+4.8	40.1	+23.0**
4:6	98.4	+1.6	87.6	+3.1
4:7	92.6	+7.4	73.0	+5.6
4:8	97.5	+2.5	85.4	+1.5
4:9	96.2	+3.8	73.7	+9.6
4:10	95.2	-.1	73.0	-4.0
4:11	83.0	+2.0	53.0	+7.4
4:12	97.3	+1.3	79.6	+3.7
4:13	96.3	+3.7	75.9	-5.7
4:14	97.3	-.3	78.8	-1.4
4:15	98.2	+1.8	81.0	+2.3
4:16	78.2	+4.0	31.4	+12.6
4:17	95.3	-11.0	59.1	-7.9
4:18	97.0	-.2	70.8	+.6
4:19	95.6	+1.5	79.6	-1.0
4:20	92.9	+5.6	75.9	+1.5
4:21	94.8	-1.8	67.2	-4.1

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. planning group counseling sessions and formulating overall objectives for the group
2. identifying setting or conditions most appropriate for interviewing or counseling
3. identifying significant person(s) in the client's life who may be helpful in resolving problems
4. leading a weekly group counseling session focussed on adjustment and/or vocational problems
5. providing adjustment counseling and facilitating necessary life changes in dealing with a degenerative disability
6. maintaining a counseling relationship
7. assisting clients to a deeper understanding of themselves and their relationship with others
8. developing a facilitative counseling relationship
9. engaging in a mutual determination on the nature and goals of counseling
10. assisting a client with crisis resolution
11. assisting in facilitating a needed change in a client-family relationship
12. encouraging a client with a specific problem to take problem-solving action
13. encouraging a client to discuss perceptions of services being provided
14. assisting the client to develop the ability to cope
15. facilitating client's decision process
16. giving clients additional information about their disabilities in a scheduled group information session(s)
17. describing, with informed consent, the effect of a client's disability and present needs and progress to parents or guardian(s)
18. facilitating a client's cooperation in diagnostic procedures
19. seeking information to determine a client's conflicts, tensions and anxieties
20. assisting the individual to identify and verbalize need for services
21. discussing placement plans with client and staff members of community facility to alleviate client's fears regarding placement at the facility

Table 14.5.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 5 (Job Development and Placement for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
5:1	73.5	+14.4	44.5	+16.2*
5:2	76.0	+13.3	41.6	+17.9*
5:3	76.6	+3	43.1	+4.5
5:4	77.5	+10.0	40.1	+18.2*
5:5	74.2	-.2	33.6	+10.4
5:6	72.4	+1.1	30.7	+12.2
5:7	97.9	-4.1	67.2	+4.2
5:8	88.8	+7.8	51.8	+14.9*
5:9	86.8	+1.5	48.2	+14.9*
5:10	94.3	-13.5*	48.2	+1.8
5:11	78.1	+1.5	36.5	+9.9
5:12	89.2	+5.6	54.0	+11.5

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. procure information from the community on the existence of businesses and industries
2. determine the occupational classifications within businesses and industries in the community
3. identify and contact employers to actively develop and/or identify job opportunities for rehabilitation clients
4. evaluate job activities through the use of task analysis inventories and job analysis schedules to determine aid in job modification and restructuring
5. provide education and/or training of prospective employers about various disabilities and any vocational implications, the use of assistive devices, job accommodation and facility services
6. assist employers to identify, modify and/or eliminate architectural, procedural and/or attitudinal barriers to the employment and advancement of disabled individuals
7. review vocational, physical and social related data to determine client job readiness for competitive employment
8. teach appropriate job seeking and retention skills, as needed, for competitive employment
9. conduct individual and group counseling to facilitate work adjustment
10. establish follow-up and/or follow-along procedures for disabled clients who are in competitive or other employment settings
11. reading materials pertinent to the evaluation of labor market trends
12. providing an inquirer with detailed information about vocational rehabilitation and the service programs it encompasses

Table 14.6.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 6 (Community Resources Utilization) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
6:1	88.2	-.5	59.9	-.4
6:2	94.6	+.1	77.4	-13.1
6:3	98.3	-.1	85.4	-18.7**
6:4	97.5	+2.5	84.7	-16.8**
6:5	74.4	-11.6	21.2	+10.9
6:6	95.5	+2.9	61.3	+10.1
6:7	94.4	-1.8	61.3	-1.8
6:8	98.1	+.2	75.9	-8.0
6:9	96.9	+1.5	69.3	+3.3
6:10	91.6	-3.4	63.5	-9.9
6:11	89.7	+4.8	63.5	-1.6
6:12	96.8	+3.2	66.4	-3.3
6:13	92.6	+.1	54.7	+6.0
6:14	92.5	+5.9	62.8	+9.8
6:15	91.6	+.9	55.5	+2.8
6:16	92.4	-1.5	62.0	-2.5
6:17	89.0	-6.0	47.4	+5.0
6:18	89.9	-2.9	58.4	-2.4
6:19	97.9	+.3	67.9	-3.6

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

- determining appropriate resources for providing family services
- conferring with liaison personnel at other community service agencies
- exchanging information with other service providers involved with the client
- explaining the purpose of specific programs, facilities or institutions
- arranging genetic counseling for a client as recommended by a medical professional
- referring client to a school or college setting for necessary coursework
- referring clients to community volunteer groups that provide needed resources
- contacting a resource to whom a client is being referred to determine mutual responsibilities
- referring client to work adjustment center or rehabilitation facility
- referring to, and assisting client to deal with, those agencies or individuals that provide financial assistance
- providing information regarding availability of medical, dental or other services
- contacting liaison person to arrange for the acceptance of a client by the resource center
- arranging a learning or reality-testing experience for a client in the community
- determining whether rehabilitation centers or facilities, sheltered workshops, and other educational or training sites within an area provide viable occupational training
- consulting with representatives of community agencies in order to provide expertise in relation to the vocational problems of the disabled
- seeking to improve those conditions that impede the successful rehabilitation of clients with a specific disability
- working with community members in developing and implementing programs to improve social, vocational, educational and employment opportunities for the disabled
- maintaining regular contacts and attending scheduled meetings to promote cooperative efforts with representatives of other programs, halfway houses and community agencies that provide services to clients with a specific disability
- providing information regarding agency programs to current and potential referral sources

Table 14.7.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 7 (Recording and Reporting for Individual Clients) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
7:1	94.9	-1.1	81.8	-10.4
7:2	91.8	-1.5	73.7	-7.0
7:3	94.0	-4.2	68.6	-16.2*
7:4	93.5	+1.3	73.0	-7.5
7:5	93.0	-2.1	78.1	-18.6**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. developing a rehabilitation plan with a client
2. preparing a summary report, detailing and synthesizing individual's vocational aptitudes/interests, work evaluation report, intelligence, academic achievement, etc.
3. informing a client of reasons for denial of services
4. writing a summary report on a rehabilitation plan
5. maintaining a summary of information obtained during visits with a client or a client's family for the case record

Table 14.8.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 8 (Professional Participation and Development) of 1982-1983 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
8:1	84.3	+6	62.8	-9.2
8:2	89.5	+3.9	62.0	+5.9
8:3	52.9	-14.1	19.7	+2.9
8:4	80.0	-11.5	46.7	-2.7
8:5	91.9	-5	74.5	-11.4
8:6	91.7	+6.5	80.3	-16.0*
8:7	92.6	+1.2	73.0	-19.4**
8:8	93.5	-9	73.0	-13.5
8:9	89.1	-5.4	65.7	-16.9*
8:10	71.3	-3.9	41.6	-4.7
8:11	95.0	-8.6	82.5	-21.8**
8:12	91.8	-.3	73.7	-22.5**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. participating in appropriate professional organizations
2. involvement in current issues affecting the profession and/or client populations
3. assisting in the preparation of legislative proposals to be considered on the state, or possibly federal, level
4. self-initiating or participating in agency-initiated research or evaluation projects
5. participating actively in regularly scheduled meetings in program area
6. learning application of agency policies and procedures by reading manuals, case records and other materials
7. reviewing agency's rules to determine requirements for employment and promotion
8. determining methods to assess problems involved in delivering services to rehabilitation clients
9. consulting with staff development specialists to establish and coordinate training efforts
10. disseminating information about the program through community participation, speeches, correspondence, and the use of newspapers, articles, radio and TV programs
11. participating actively in training conferences and in-service training sessions
12. sharing information gained at training sessions with colleagues who did not attend

"strong" ratings of Task 10 (follow-up/follow-along) by faculty as a percent of "weak" and "strong" ratings is smaller than the corresponding percent of "strong" ratings by employers, and the number of "strong" ratings of five task items by faculty as a percent of group survey respondents is larger than the corresponding percent of employer ratings.

Acceptance of Hypothesis Two

There are wide ranging differences between the evaluations of graduates' performance of 110 tasks by employers and the evaluations of graduates' preparation by graduates, students, clinical supervisors, and faculty in the 1982-1983 CORE evaluation data.

Two hundred and two significant differences at the .01 and .05 levels of probability have been identified among the 880 comparisons of the proportions of "strong" ratings by employers and each of the other four groups. There are also differences between the number of significant differences by task, area, and respondent group; and differences between the magnitude and direction of significant differences with graduates, students, clinical supervisors, and faculty. Differences include the following: There is at least one significant difference among the eight comparisons for 75 percent or 82 of the 110 tasks and at least one significant difference for each of the 12 tasks in the job development and placement area; there are significant differences in 34.5 percent or 76 of the 220 comparisons with both the graduate and student groups; the mean of significant

differences ranges from 15.0 for the 76 differences with students to 18.32 for the 23 differences with faculty; and in only 15 percent or 30 of the 202 significant differences are the proportions of "strong" ratings of graduates' preparation by graduates, students, clinical supervisors, or faculty larger than the employer proportions of "strong" ratings of graduates' performance of tasks.

Summary of the 1982-1983 CORE Data Analysis

This part has presented and described findings in two sections: analysis of the 1982-1983 area ratings and analysis of 1982-1983 task ratings. The first hypothesis was accepted on the basis of the many and varied differences between the ratings of functional area items. Among the 64 comparisons testing components of the first hypothesis there were 38 significant differences between the proportion of "more than adequate" ratings of the graduates' performance in eight functional areas by employers and the proportion of "more than adequate" ratings of graduates' preparation by graduates, students, clinical supervisors, and faculty. In each of the 38 significant differences the proportion of "more than adequate" ratings by the employers was greater than the corresponding proportion of ratings by the members of the other four groups. In addition, differences were identified in the number of significant differences by area and by respondent group, and in the magnitude of the significant differences by functional area and by respondent group. For example, the number of significant differences between ratings ranges from two in Area 3

(Career and Vocational Counseling) to seven in Area 1 (Interpretation of Evaluations) and the number of significant differences among the 16 comparisons of ratings by each group ranges from two with faculty to 13 with graduates; and the mean of the significant differences ranges from 12.23 in Area 4 (Personal and Social Counseling) to 19.37 in Area 8 (Professional Participation and Development) and the mean of the significant differences by group ranges from 14.25 for the student group comparisons to 16.06 for the graduate group comparisons.

The second hypothesis was accepted on the basis of the many and varied differences between the ratings of graduates' performance of 110 tasks by employers and the ratings of graduates' preparation by graduates, students, clinical supervisors, and faculty. There were 202 significant differences among the 880 comparisons of the proportion of "strong" ratings by employers and the proportion of "strong" ratings by each of the four other groups. There were also differences between the number of significant differences by task, area, and respondent group; and differences between the magnitude and direction of significant differences with graduates, students, clinical supervisors, and faculty. For example, there was at least one significant difference among the eight comparisons for 75 percent or 82 of the 110 tasks and at least one significant difference for each of the 12 tasks in Area 5 (Job Development and Placement); and there were significant differences in 34.5 percent or 76 of the 220 comparisons with both the graduate and student groups, and in only 15 percent or 30 of the 202 significant differences were the proportions

of "strong" ratings by graduates, students, clinical supervisors, and faculty larger than the proportions of "strong" ratings by employers. In addition, for the 220 comparisons with each group the mean of the significant differences ranged from 15.10 for the 76 differences with students to 18.32 for the 23 differences with faculty.

The next part of this chapter will present and describe the differences between program evaluations by CORE survey respondents in an earlier evaluation period.

Part Two: Analysis of the 1978-1980

CORE Evaluation Data

The 1978-1980 CORE accreditation evaluation data were treated to determine whether there are differences between the employer evaluations of RCE graduates' performance and the evaluations of graduates' preparation by each of the four other respondent groups. This part will separately present and describe the analyses of area and task ratings.

Analysis of the 1978-1980 Area Ratings

The third hypothesis of the study--the first of two hypotheses concerning the 1978-1980 applicant programs--states that for each of the eight functional areas into which the tasks of the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaires are grouped, the proportion of "more than adequate" ratings (combined "more than adequate" and "very adequate" ratings) by employers of how

well graduates perform will differ from the proportion of "more than adequate" ratings (combined "more than adequate" and "very adequate" ratings) by:

- (a) graduates of how well they were prepared to perform,
- (b) students of how well they are being prepared to perform, and
- (c) agency clinical experience supervisors and
- (d) faculty of how well the programs in the 1978-1980 Council of Rehabilitation Education accreditation evaluation prepare graduates to perform.

The area ratings by employers are compared with the ratings by each of the four other groups: 32 comparisons of "more than adequate" ratings as a proportion of the total area ratings and 32 comparisons of "more than adequate" ratings as a proportion of the total area item nonresponses, ratings, and "don't know" responses by the group survey respondents. Findings of significant differences between the 1978-1980 area ratings, the magnitude and direction of the significant differences, and the differences between the area evaluation rates of the respondent groups will be presented and described before making a decision to accept or reject the third hypothesis of the study.

Number of significant differences
between respondent groups on
area ratings

The differences between the proportion of "more than adequate" ratings of graduates' performance by employers and the proportion of

"more than adequate" ratings of graduates' preparation that are significant at the .05 and .01 levels are identified in Table 15. Although there is a failure to find a significant difference between area ratings in 31 percent or 20 of the 64 comparisons, there are significant differences between the ratings in 69 percent or 44 of the 64 comparisons. Twenty-one of the significant differences are with "more than adequate" ratings as a proportion of total area item ratings; and 23 significant differences are with "more than adequate" ratings as a proportion of area item nonresponses, ratings, and "don't know" responses. Of the 44 significant differences, 38 represent pairs of differences with the same group and six are differences in one of the two comparisons of group ratings with ratings by employers. For example, of the three significant differences between ratings of the fourth area item, there is a pair of differences with clinical supervisors and one difference with students when ratings as a proportion of total respondents are compared.

Number of significant differences by functional area

Of the eight comparisons of group ratings in each area, the number of significant differences ranges from three each in the fourth, fifth, and seventh areas to eight in Area 2 (Rehabilitation Planning and Case Management). Of the nine significant differences in Areas 4, 5, and 6 (Personal and Social Counseling, Job Development and Placement, and Recording and Reporting) six are with clinical

Table 15.--Areas with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, 1978-1980 CORE evaluations

Area	"More than adequate" ratings as a percent of total item ratings: "less than adequate," "adequate," and "more than adequate" ratings				"More than adequate" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses			
1. Interpretation of Evaluations	G	S	C		G	S	C	F
2. Planning and Case Management	G	S	C	f	G	S	C	F
3. Career and Vocational Counseling	G	s	C		G	S	C	f
4. Personal and Social Counseling				c		S	C	
5. Job Development and Placement	G		C				C	
6. Community Resources Utilization	G	S	C		g	S	C	
7. Recording and Reporting	g		C				C	
8. Professional Participation and Development	G	S	C		G	S	C	f

g Graduate ratings difference
p < .05

s Student ratings difference
p < .05

c Clinical supervisor ratings difference
p < .05

f Faculty ratings difference
P < .05

G Graduate ratings difference
p < .01

S Student ratings difference
p < .01

C Clinical supervisor ratings difference
p < .01

F Faculty ratings difference
P < .01

supervisors, two are with graduates, and one is with students. There are also seven significant differences in each of Areas 1, 3, and 8 (Interpretation of Medical, Educational, Social, Vocational Evaluations; Career and Vocational Counseling; and Professional Participation and Development). The single failure to find a significant difference in each of Areas 1, 3, and 8 is for the employer-faculty comparison of "more than adequate" ratings as a proportion of total ratings.

Number of significant differences
by respondent group

There are significant differences in all 16 comparisons of ratings by clinical supervisors and by employers. Of the 16 comparisons of area ratings by employers with ratings by each of the other three groups there are 12 significant differences with graduates, 11 significant differences with students, and five significant differences with RCE faculty members. Four of the five significant differences with faculty are with "more than adequate" ratings as a proportion of total group respondents.

Magnitude and direction of significant
differences between area ratings

The differences between the 1978-1980 ratings of graduates' performance by employers and the ratings of graduates' preparation by each of four other groups are shown in Table 16. In all of the

Table 16.--Differences between employer ratings of graduates' performance in areas and ratings of graduates' preparation by each of four other groups, 1978-1980 CORE evaluations

Area	"More than adequate" ratings as a percent of total item ratings: "less than adequate," "adequate," and "more than adequate" ratings			"More than adequate" ratings and a percent of total survey responses: item nonresponses, ratings, and "don't know" responses		
	Employers	Difference with employers		Employers	Difference with employers	
		Graduates	Students Supervisors Faculty		Graduates	Students Supervisors Faculty
1. Interpretation of Evaluations	-81.5	-11.3**	-8.7**	-19.1**	-7.6	-11.1**
2. Planning and Case Management	82.8	-11.7**	-9.4**	-13.9**	-9.2*	-16.1**
3. Career and Vocational Counseling	79.7	-10.7**	-5.7*	-14.9**	-4.1	-9.5*
4. Personal and Social Counseling	80.4	-3.8	-3.1	-8.2*	+7.0	+1.1
5. Job Development and Placement	60.1	-15.2**	-3.2	-19.8**	+2.1	+8.2
6. Community Re-Sources Utilization	76.6	-14.0**	-10.6**	-14.0**	-.8	-2.9
7. Recording and Reporting	81.4	-7.4*	-4.4	-14.2**	-2.7	-5.2
8. Professional Participation and Development	71.1	-12.8**	-9.6**	-13.4**	-3.7	-8.6

*p < .05

**p < .01

- Smaller proportion of "more than adequate" ratings than by employers
+ Larger proportion of "more than adequate" ratings than by employers

significant differences the proportion of "more than adequate" ratings by graduates, students, clinical supervisors, or faculty is smaller than the proportion of "more than adequate" ratings of the area items by the employers.

The magnitude of the significant differences ranges from a difference with students in Area 3 (Career and Vocational Counseling) that is 5.7 below the 79.7 percent of performance ratings by employers that are "more than adequate," to a difference with clinical supervisors in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations) that is 20.8 below the 75.2 percent of employer group responses that are "more than adequate" ratings.

Magnitude of significant differences by functional area

Seven of the eight significant differences for the second area item are at the .01 level of probability and there is a .05 difference between the "more than adequate" ratings of graduates' performance by employers and the faculty ratings of graduates' preparation as a proportion of area ratings.

The mean of the significant differences ranges from 9.53 for the three significant differences in Area 4 (Personal and Social Counseling) to 16.4 for the three significant differences in Area 5 (Job Development and Placement).

Magnitude of significant differences
by respondent group

The magnitude of the differences between area ratings of graduates' performance by employers and ratings of graduates' preparation by each of the other four groups is as follows: the mean of the 16 significant differences with clinical supervisors is 15.16, the mean of the 11 significant differences with students is 10.96, the mean of the five significant differences with faculty is 10.90, and the mean of the 12 significant differences with graduates is 10.78.

Number of area ratings and
area evaluation rates of the
respondent groups

As was done in an examination of the 1982-1983 data, ratings of area items are distinguished from "nonratings" ("don't know's" and nonresponses) in order to determine the area evaluation rates of the CORE respondent groups in 1978-1980.

Number of area ratings by
respondent group

The number of "nonratings" and ratings of area items by employers, graduates, students, clinical supervisors, faculty, and total survey respondents is shown in Table 17. Each number of don't know's," nonresponses, and area ratings by each of the six groups is followed by the low and high responses within areas and a mean response rate.

Table 17.--Number of area ratings by employers, graduates, students, clinical supervisors, faculty, and total survey respondents; 1978-1980 CORE evaluations

Respondent group	Number of respondents	Number of "nonratings"			Number of ratings
			"Don't know"	Nonresponse	
Employers	403	Total	181	196	2,847
		Low	6.0 (Area 2)	15.0 (Area 4)	291.0 (Area 5)
		High	80.0 (Area 5)	36.0 (Area 7)	379.0 (Area 2)
		Mean	22.6	24.5	355.9
Graduates	612	Total	50	273	4,573
		Low	1.0 (Area 1)	28.0 (Area 8)	555.0 (Area 5)
		High	11.0 (Area 5)	46.0 (Area 5)	580.0 (Area 1)
		Mean	6.3	34.1	571.6
Students	1050	Total	801	635	6,964
		Low	60.0 (Area 4)	59.0 (Area 6)	815.0 (Area 5)
		High	126.0 (Area 5)	109.0 (Area 5)	906.0 (Area 4)
		Mean	100.1	79.4	870.5
Clinical Supervisors	421	Total	280	260	2,828
		Low	12.0 (Area 4)	23.0 (Area 8)	305.0 (Area 5)
		High	72.0 (Area 5)	44.0 (Area 5)	371.0 (Area 4)
		Mean	35.0	32.5	353.5
Faculty	217	Total	157	118	1,461
		Low	10.0 (Area 4)	11.0 (Area 6)	178.0 (Area 7)
		High	27.0 (Area 7)	19.0 (Area 3)	190.0 (Area 4)
		Mean	19.6	14.8	183.0
Total	2703	Total	1469	1482	18,673
		Low	94.0 (Area 4)	151.0 (Area 8)	2,146.0 (Area 5)
		High	311.0 (Area 5)	246.0 (Area 5)	2,418.0 (Area 4)
		Mean	183.6	185.3	2,334.1

In comparison with the 18,673 area ratings of graduates' performance and preparation by the 2,703 survey respondents, there are 1,469 "don't knows" and 1,482 nonresponses. The mean number of "don't know's" for area items is 183.6 and the mean number of nonresponses is 185.3. For all but the clinical supervisor group, the lowest number of ratings is of graduates' performance and preparation in Area 5 (Job Development and Placement); and for all but the employer and graduate groups the highest number of ratings is of graduates' performance and preparation in Area 4 (Personal and Social Counseling). Conversely, of the 12 totals of "nonratings" by the six respondent groups, the smallest number is five in the personal and social counseling area and the highest is nine in the job development and placement area.

Area evaluation rates of the respondent groups

The evaluation rates (percent of survey respondents who provide area item ratings rather than "nonratings") of the five respondent groups and the total survey respondents are given in Table 18. The highest area evaluation rate of 93.4 is by the 612 graduates who provide 4,573 ratings of their preparation among their 4,896 survey responses. In comparison, 82.9 percent of the 6,964 survey responses by the 1,050 student respondents are ratings of their preparation.

Table 18.--Area evaluation rates of employers, graduates, students, clinical supervisors, faculty, and total survey respondents; 1978-1980 CORE evaluations

Respondent group	Number of respondents	Total items (respondents x 8 areas)	Number of ratings	Group evaluation rate
Employers	403	3,224	2,847	88.3
Graduates	612	4,896	4,573	93.4
Students	1,050	8,400	6,964	82.9
Clinical Supervisors	421	3,368	2,828	84.0
Faculty	217	1,736	1,461	84.2
Total	2,703	21,624	18,673	86.4

Acceptance of Hypothesis Three

The third hypothesis of the study is accepted on the basis of the number of broad differences between the ratings of RCE graduates' performance by their employers and the ratings of graduates' preparation in eight functional areas by graduates, students, clinical supervisors, and faculty in the CORE accreditation data for 1978-1980 evaluations.

A majority of the differences between the proportions of "more than adequate" ratings of area items by employers and the proportions of "more than adequate" ratings by each of the four other groups of CORE survey respondents are significantly different at the .01 or .05 levels: Of the 64 comparisons testing components of the third hypothesis there are only 20 failures to find a significant difference between ratings. In each of the 44 significant differences the proportion of "more than adequate" ratings by graduates, students, clinical supervisors, or faculty is smaller than the proportion of "more than adequate" ratings by the employers. In addition, differences have been identified in the number of significant differences by functional area and by respondent group, and in the magnitude of significant differences by functional area and by respondent group. For example, the number of significant differences between area ratings ranges from three each in Area 4 (Personal and Social Counseling), Area 5 (Job Development and Placement), and Area 7 (Recording and Reporting) to eight significant differences in all the comparisons of ratings in Area 2 (Rehabilitation Planning and Case

Management); the number of significant differences among the 16 comparisons with each group ranges from five with faculty to 16 with clinical supervisors; the magnitude of significant differences by area ranges from 9.53 in the personal and social counseling area to 16.4 in the job development and placement area, and the mean of the significant differences by group ranges from 10.78 for the graduate group to 15.16 for the group of clinical supervisors. Also, the area evaluation rate ranges from 82.9 percent of student respondents to 93.4 percent of graduate respondents.

Analysis of the 1978-1980 Task Ratings

The fourth hypothesis to be tested states that for each of the 110 performance tasks of the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaires, the proportion of "strong" ratings by employers of how well graduates perform will differ from the proportion of "strong" ratings by

- (a) graduates of how well they were prepared to perform,
- (b) students of how well they are being prepared to perform, and
- (c) agency clinical experience supervisors and
- (d) faculty of how well the programs in the 1978-1980 Council on Rehabilitation Education accreditation evaluation prepare graduates to perform.

The task evaluations by employers are compared with the evaluations by each of the four other groups: 440 comparisons of "strong" ratings as a proportion of "weak" and "strong" ratings, and

440 comparisons of "strong" ratings as a proportion of item nonresponses, ratings, and "don't know" responses. Findings of significant differences between the 1978-1980 task ratings and the magnitude and direction of the significant differences will be used in making a decision to accept or reject this final hypothesis of the study.

Numbers of significant differences
between task assessments

Significant differences at the .01 and .05 levels of probability between the evaluations of graduates' performance of 110 rehabilitation counseling tasks by their employers and the evaluations of graduates' preparation by each of the four other groups are presented in Tables 19.1 to 19.8 (Table 19.1 provides information on the 12 tasks in Area 1, Table 19.2 provides information on the tasks in Area 2, etc.). Significant differences between task ratings by employers and task ratings by graduates, students, clinical supervisors, and faculty are found in 50.3 percent or 443 of the 880 comparisons testing the components of the hypothesis: 201 are with "strong" ratings as a proportion of "weak" and "strong" ratings and 242 are with "strong" ratings as a proportion of total survey respondents.

Table 19.1.--Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluation for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings			"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses		
1:1	g	s	c	S	C	F
1:2			C	S	C	F
1:3				s	C	
1:4	G	S	c	f	S	C
1:5				G	s	
1:6				s		
1:7	g		C			C
1:8	G		c	f	G	s
1:9	g		C	f	G	S
1:10	G	s	c		G	
1:11	G				G	s
1:12	G	S	C		G	S

g	Graduate ratings difference	p<.05	G	Graduate ratings difference	p<.01
s	Student ratings difference	p<.05	S	Student ratings difference	p<.01
c	Clinical supervisor ratings difference	p<.05	C	Clinical supervisor ratings difference	p<.01
f	Faculty ratings difference	p<.05	F	Faculty ratings difference	p<.01

Tasks:

1. determining a client's readiness for a particular type of counseling approach, rehabilitation service or employment
2. evaluating client's stated need to determine if the service which the client is requesting is appropriate
3. evaluating information about a client's problems to determine a counseling approach that might help a client adapt to a setting or situation
4. consulting with psychologist or psychiatrist to clarify a report on a client in relation to rehabilitation planning
5. providing integrated medical information to the client
6. seeking information to assess the psychological implications of the individual's words or actions as related to his/her disability
7. assessing a client's past adjustment to the work world
8. interpreting the results of individual intelligence tests
9. interpreting the results of personality inventories
10. interpreting the results of group intelligence, aptitude and achievement tests
11. interpreting the results of vocational interest inventories
12. preparing abstracts of relevant materials to assist in making decisions

Table 19.2.--Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings				"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses			
2:1			C		g	S	C	F
2:2				f		S	C	F
2:3	G		c	f	G	S	C	F
2:4	G	S	C	f			C	
2:5	G		C			S	C	f
2:6	g		c			S	C	F
2:7	G		C			S	C	f
2:8						s	c	f
2:9	G	S	C			S	C	F
2:10	G	s	C	f			C	F
2:11	g		C			S	C	
2:12	G	s	C	F		s	C	F
2:13					G			
2:14	G				G	S		
2:15	G	S				S	C	F
2:16	G	S				S	C	F
2:17	G		C		g	S	C	F
2:18	G					S	C	F
2:19	G	s			g	S	C	F

g	Graduate ratings difference	p<.05	G	Graduate ratings difference	p<.01
s	Student ratings difference	p<.05	S	Student ratings difference	p<.01
c	Clinical supervisor ratings difference	p<.05	C	Clinical supervisor ratings difference	p<.01
f	Faculty ratings difference	p<.05	F	Faculty ratings difference	p<.01

Tasks:

- determining the appropriateness of service requested by or for a client
- deciding the adequacy of information for making client related decisions
- determining appropriate resources available to implement the rehabilitation plan
- selecting clients to participate in a group counseling situation
- deciding the amount of time necessary for counseling sessions or client's decision-making process
- determining if a client's situation warrants referral to special resources
- consulting with experts in a particular field, prior to developing a training or educational program, to determine potential for final placement of the client in that field
- participating in a joint discussion with client in order to help arrive at a mutually acceptable rehabilitation plan
- negotiating an agreement on alternative services to be provided when a client has been refused a requested service
- negotiating an agreement on time and reason(s) for terminating rehabilitation services.
- obtaining understanding about a client's preferred service(s) and on the respective responsibilities involved in obtaining service(s)
- reaching an understanding about the agency's financial responsibilities for the client's rehabilitation
- securing information about the existence, onset, severity and expected duration of a client's disability(ies)
- developing intermediate rehabilitation objectives for a client during a convalescent period
- reviewing case notes and supportive documentation from transferred case in order to carry out further rehabilitation activities
- evaluating information about client's training programs
- interpretation of program rules and procedures to a client or significant others
- reviewing active case files periodically to monitor quality of case recording
- evaluating a rehabilitation plan with supervisor to test the feasibility and probable consequences of pursuing the plan

Table 19.3.--Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 3 (Career and Vocational Counseling for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings			"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses		
3:1	G	S	C			C
3:2	G	s	C		s	C
3:3	G	S	C	g	S	C
3:4	G		C			C
3:5			c	g		C
3:6				g		C
3:7			c			c
3:8	G	S	C			C
3:9						C
3:10	G	S	C	G	S	

g Graduate ratings difference p<.05

s Student ratings difference p<.05

c Clinical supervisor ratings difference p<.05

f Faculty ratings difference p<.05

G Graduate ratings difference p<.01

S Student ratings difference p<.01

C Clinical supervisor ratings difference p<.01

F Faculty ratings difference p<.01

Tasks:

1. selecting appropriate vocational evaluation procedures for a particular client
2. determining level and type of training or educational program with a client
3. evaluating client participation in or benefits being received from education, training or other program service in order to initiate or recommend necessary program modifications
4. helping an employed client identify job adjustment problems and develop a course of action to solve them
5. promoting a client's understanding of his/her vocational strengths and weaknesses; integrating the interpretation of vocational, psychological, and social evaluative reports as necessary
6. securing information to determine a client's vocational skills, aptitudes and interests
7. assisting a client regarding vocational plans when they appear unrealistic
8. assessing the impact of cultural-ethnic and socioeconomic factors on client's vocational goals
9. assessing the consistency of a client's vocational choice with evaluative information
10. advising a client regarding the need for ambulatory/mobility techniques or environmental adaptations required to cope with the job

Table 19.4.--Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 4 (Personal and Social Counseling for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings				"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses			
4:1	G		c		g	s	c	f
4:2					G			
4:3								
4:4	G				G	s		F
4:5	G	S	c					F
4:6				f	G			
4:7				F	G			
4:8					G			
4:9		s		f	G		c	
4:10	G	S				S	C	
4:11	G	S						
4:12				f			C	
4:13	G	s	c				C	
4:14	G					s	c	
4:15					g		c	
4:16	G	S	c					f
4:17	G	S	C				C	
4:18	G	S				S	c	
4:19				f				
4:20	G						c	
4:21	G	s	c			s	C	

g	Graduate ratings difference	p<.05	G	Graduate ratings difference	p<.01
s	Student ratings difference	p<.05	S	Student ratings difference	p<.01
c	Clinical supervisor ratings difference	p<.05	C	Clinical supervisor ratings difference	p<.01
f	Faculty ratings difference	p<.05	F	Faculty ratings difference	p<.01

Tasks:

1. planning group counseling sessions and formulating overall objectives for the group
2. identifying setting or conditions most appropriate for interviewing or counseling
3. identifying significant person(s) in the client's life who may be helpful in resolving problems
4. leading a weekly group counseling session focussed on adjustment and/or vocational problems
5. providing adjustment counseling and facilitating necessary life changes in dealing with a degenerative disability
6. maintaining a counseling relationship
7. assisting clients to a deeper understanding of themselves and their relationship with others
8. developing a facilitative counseling relationship
9. engaging in a mutual determination on the nature and goals of counseling
10. assisting a client with crisis resolution
11. assisting in facilitating a needed change in a client-family relationship
12. encouraging a client with a specific problem to take problem-solving action
13. encouraging a client to discuss perceptions of services being provided
14. assisting the client to develop the ability to cope
15. facilitating client's decision process
16. giving clients additional information about their disabilities in a scheduled group information session(s)
17. describing, with informed consent, the effect of a client's disability and present needs and progress to parents or guardian(s)
18. facilitating a client's cooperation in diagnostic procedures
19. seeking information to determine a client's conflicts, tensions and anxieties
20. assisting the individual to identify and verbalize need for services
21. discussing placement plans with client and staff members of community facility to alleviate client's fears regarding placement at the facility

Table 19.5.--Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 5 (Job Development and Placement for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings				"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses			
5:1				c		S		c
5:2		S		F	G	S		F
5:3	g	S	c	f	g	S		f
5:4		S	c	F	G	S		F
5:5	g		c		G	S	c	f
5:6		s	C		G	S	c	F
5:7					G		c	
5:8	g		c		G	s		
5:9	G		c		G		c	F
5:10	G		C		g		C	
5:11	G		C		G	S		F
5:12	G	S	C				C	

g Graduate ratings difference p<.05

s Student ratings difference p<.05

c Clinical supervisor ratings difference p<.05

f Faculty ratings difference p<.05

G Graduate ratings difference p<.01

S Student ratings difference p<.01

C Clinical supervisor ratings difference p<.01

F Faculty ratings difference p<.01

Tasks:

1. procure information from the community on the existence of businesses and industries
2. determine the occupational classifications within businesses and industries in the community
3. identify and contact employers to actively develop and/or identify job opportunities for rehabilitation clients
4. evaluate job activities through the use of task analysis inventories and job analysis schedules to determine aid in job modification and restructuring
5. provide education and/or training of prospective employers about various disabilities and any vocational implications, the use of assistive devices, job accommodation and facility services
6. assist employers to identify, modify and/or eliminate architectural, procedural and/or attitudinal barriers to the employment and advancement of disabled individuals
7. review vocational, physical and social related data to determine client job readiness for competitive employment
8. teach appropriate job seeking and retention skills, as needed, for competitive employment
9. conduct individual and group counseling to facilitate work adjustment
10. establish follow-up and/or follow-along procedures for disabled clients who are in competitive or other employment settings
11. reading materials pertinent to the evaluation of labor market trends
12. providing an inquirer with detailed information about vocational rehabilitation and the service programs it encompasses

Table 19.6.--Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 6 (Community Resources Utilization) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings			"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses			
6:1	G	S	C		S	C	f
6:2	G	s		g	S	C	F
6:3				g	S	C	F
6:4	g			G	S	C	F
6:5	G	S	C				
6:6	G	S	c	G			
6:7	g					C	
6:8	g		c		S	C	f
6:9	G			G		c	
6:10	G	S	c		S	C	F
6:11	G	S			s	C	F
6:12	G	S	C		S	C	F
6:13	G	S	C		s	C	
6:14	G			g		C	
6:15	G					c	
6:16	G					C	
6:17	G		c			C	
6:18	G					c	
6:19	G	S	c		S	C	F

g	Graduate ratings difference	p<.05	G	Graduate ratings difference	p<.01
s	Student ratings difference	p<.05	S	Student ratings difference	p<.01
c	Clinical supervisor ratings difference	p<.05	C	Clinical supervisor ratings difference	p<.01
f	Faculty ratings difference	p<.05	F	Faculty ratings difference	p<.01

Tasks:

1. determining appropriate resources for providing family services
2. conferring with liaison personnel at other community service agencies
3. exchanging information with other service providers involved with the client
4. explaining the purpose of specific programs, facilities or institutions
5. arranging genetic counseling for a client as recommended by a medical professional
6. referring client to a school or college setting for necessary coursework
7. referring clients to community volunteer groups that provide needed resources
8. contacting a resource to whom a client is being referred to determine mutual responsibilities
9. referring client to work adjustment center or rehabilitation facility
10. referring to, and assisting client to deal with, those agencies or individuals that provide financial assistance
11. providing information regarding availability of medical, dental or other services
12. contacting liaison person to arrange for the acceptance of a client by the resource center
13. arranging a learning or reality-testing experience for a client in the community
14. determining whether rehabilitation centers or facilities, sheltered workshops, and other educational or training sites within an area provide viable occupational training
15. consulting with representatives of community agencies in order to provide expertise in relation to the vocational problems of the disabled
16. seeking to improve those conditions that impede the successful rehabilitation of clients with a specific disability
17. working with community members in developing and implementing programs to improve social, vocational, educational and employment opportunities for the disabled
18. maintaining regular contacts and attending scheduled meetings to promote cooperative efforts with representatives of other programs, halfway houses and community agencies that provide services to clients with a specific disability
19. providing information regarding agency programs to current and potential referral sources

Table 19.7.--Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 7 (Recording and Reporting for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings				"Strong" ratings as a percent of total survey responses: item non-responses, ratings, and "don't know" responses			
7:1	G	s	c			C		
7:2				f	G			
7:3	G	S	C			C	F	
7:4				f	G	c		
7:5						s	C	F

g Graduate ratings difference p<.05
s Student ratings difference p<.05
c Clinical supervisor ratings difference p<.05
f Faculty ratings difference p<.05

G Graduate ratings difference p<.01
S Student ratings difference p<.01
C Clinical supervisor ratings difference p<.01
F Faculty ratings difference p<.01

Tasks:

1. developing a rehabilitation plan with a client
2. preparing a summary report, detailing and synthesizing individual's vocational aptitudes/interests, work evaluation report, intelligence, academic achievement, etc.
3. informing a client of reasons for denial of services
4. writing a summary report on a rehabilitation plan
5. maintaining a summary of information obtained during visits with a client or a client's family for the case record

Table 19.8.--Tasks with significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 8 (Professional Participation and Development) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings	"Strong" ratings as a percent of total survey responses: item non- responses, ratings, and "don't know" responses
8:1		g C
8:2		g s
8:3	s f	g S
8:4	G s C	C
8:5	G S C	G S C F
8:6		S C F
8:7	G S	g S C F
8:8	g	S C f
8:9	G S	G S C F
8:10	g	C
8:11	g S	S C F
8:12	g	S C F

g	Graduate ratings difference	p<.05	G	Graduate ratings difference	p<.01
s	Student ratings difference	p<.05	S	Student ratings difference	p<.01
c	Clinical supervisor ratings difference	p<.05	C	Clinical supervisor ratings difference	p<.01
f	Faculty ratings difference	p<.05	F	Faculty ratings difference	p<.01

Tasks:

1. participating in appropriate professional organizations
2. involvement in current issues affecting the profession and/or client populations
3. assisting in the preparation of legislative proposals to be considered on the state, or possibly federal, level
4. self-initiating or participating in agency-initiated research or evaluation projects
5. participating actively in regularly scheduled meetings in program area
6. learning application of agency policies and procedures by reading manuals, case records and other materials
7. reviewing agency's rules to determine requirements for employment and promotion
8. determining methods to assess problems involved in delivering services to rehabilitation clients
9. consulting with staff development specialists to establish and coordinate training efforts
10. disseminating information about the program through community participation, speeches, correspondence, and the use of newspapers, articles, radio and TV programs
11. participating actively in training conferences and in-service training sessions
12. sharing information gained at training sessions with colleagues who did not attend

Number of significant differences
by performance task and area

For Task 3 (identifying significant person or persons in the clients' life who may be helpful in resolving problems) in the fourth area there is a failure to find a significant difference in each of the eight comparisons. For the remaining 109 performance tasks the number of significant differences ranges from one for each of six tasks to seven for each of six other tasks. The following tasks have only one .01 or .05 significant difference among the eight comparisons: Task 6 (seeking information to assess the psychological implications of the individual's words or actions as related to his/her disability) in the interpretation of evaluations area; Task 13 (securing information about the existence, onset, severity, and expected duration of a client's disability or disabilities) in the planning and case management area; Task 9 (assessing the consistency of a client's vocational choice with evaluative information) in the career and vocational counseling area; and Tasks 2, 8, and 19 (identifying setting or conditions most appropriate for interviewing or counseling; developing a facilitative counseling relationship; and seeking information to determine a client's conflicts, tensions, and anxieties) in the personal and social counseling area. There are seven significant differences for each of the following tasks: Task 4 (consulting with psychologist or psychiatrist to clarify a report on a client in relation to rehabilitation planning) and Task 12 (preparing abstracts of relevant materials to assist in making decisions) in the

interpretation of evaluations area, Task 3 (determining appropriate resources available to implement the rehabilitation plan) and Task 12 (reaching an understanding about the agency's financial responsibility for the client's rehabilitation) in the planning and case management area, Task 3 (identify and contact employer to actively develop and/or identify job opportunities for rehabilitation clients) in the job development and placement area, and Task 5 (participating actively in regularly scheduled meetings in program area) in the professional participation and development area.

The number of significant differences among the comparisons of task ratings in each of the areas is as follows: 51 among 96 in Area 1 (Interpretation of Evaluations), 92 among 152 in Area 2 (Planning and Case Management), 37 among 80 in Area 3 (Career and Vocational Counseling), 61 among 168 in Area 4 (Personal and Social Counseling), 57 among 96 in Area 5 (Job Development and Placement), 79 among 152 in Area 6 (Community Resources Utilization), 17 among in Area 7 (Recording and Reporting), and 49 among 96 in Area 8 (Professional Participation and Development).

Number of significant differences
by respondent group

Of the 220 comparisons of ratings of graduates' preparation for rehabilitation tasks by each of four groups and the ratings of graduates' performance by their employers, there are differences between the groups in the number of significant differences with employers and the percentage of comparisons that are significantly

different. There are significant differences with clinical supervisors in 62 percent or 137 of the comparisons (56 with total ratings and 81 with total survey respondents), with graduates in 56 percent or 124 of the comparisons (76 with total ratings and 48 with total survey respondents), with students in 50 percent of 110 of the comparisons (47 with total ratings and 64 with total survey respondents), and with faculty in 33 percent of 72 of the comparisons (22 with total ratings and 50 with total survey respondents).

Magnitude and direction of
significant differences between
task ratings by employers and
each of four groups

The magnitude and direction of differences between task ratings by each of four groups and by employers in 1978-1980 are presented in 32 tables: one for each group's ratings of the performance task items in each of the eight areas. The findings for each respondent group compared with employers are separately described.

Magnitude and direction of
significant differences
with graduates

The magnitude and direction of each difference between task ratings by graduates and employers are presented in Tables 20.1 to 20.8. The mean of the 124 significant differences is 10.37. In 88 of the 124 significant differences the proportion of "strong" ratings by

Table 20.1.--Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
1:1	93.2	-4.6*	85.1	-4.2
1:2	96.4	-2.9	87.6	-2.6
1:3	94.0	-2.9	81.6	+1.7
1:4	92.9	-9.0**	71.7	+8
1:5	86.0	-4.2	56.6	+14.8**
1:6	92.9	-1.8	78.4	+5
1:7	93.4	-5.3*	73.4	+4.9
1:8	82.5	-8.6**	52.6	+13.2**
1:9	80.1	-6.9*	48.9	+14.2**
1:10	85.5	-11.6**	49.9	+13.8**
1:11	92.5	-6.7**	61.0	+16.8**
1:12	86.9	-18.6**	64.3	-10.5**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. determining a client's readiness for a particular type of counseling approach, rehabilitation service or employment
2. evaluating client's stated need to determine if the service which the client is requesting is appropriate
3. evaluating information about a client's problems to determine a counseling approach that might help a client adapt to a setting or situation
4. consulting with psychologist or psychiatrist to clarify a report on a client in relation to rehabilitation planning
5. providing integrated medical information to the client
6. seeking information to assess the psychological implications of the individual's words or actions as related to his/her disability
7. assessing a client's past adjustment to the work world
8. interpreting the results of individual intelligence tests
9. interpreting the results of personality inventories
10. interpreting the results of group intelligence, aptitude and achievement tests
11. interpreting the results of vocational interest inventories
12. preparing abstracts of relevant materials to assist in making decisions

Table 20.2.--Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 2 (Rehabilitation Planning and Case Management for Individual Clients)* of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
2:1	95.4	-2.4	87.3	-4.9*
2:2	92.1	+1.2	83.6	-1.9
2:3	92.4	-5.8**	84.6	-7.3**
2:4	82.8	-21.0**	49.1	+1.2
2:5	86.6	-12.9**	65.8	-6.3
2:6	95.2	-3.8*	84.1	-2.2
2:7	90.3	-9.6**	69.0	-.2
2:8	97.2	1.4	87.3	+2.1
2:9	90.6	-12.1**	62.5	+2
2:10	91.6	-15.0**	62.3	-.9
2:11	95.2	-4.9*	73.2	-1.5
2:12	89.6	-14.2**	64.3	-4.8
2:13	95.4	-.5	77.7	+6.8**
2:14	83.3	-10.6**	48.4	+9.4**
2:15	96.3	-9.8**	76.4	-2.4
2:16	94.7	-8.6**	74.9	-2.0
2:17	95.1	-5.8**	81.1	-15.9*
2:18	81.7	-8.7**	65.3	-4.2
2:19	93.1	-8.6**	77.4	-7.1*

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

- determining the appropriateness of service requested by or for a client.
- deciding the adequacy of information for making client related decisions.
- determining appropriate resources available to implement the rehabilitation plan.
- selecting clients to participate in a group counseling situation.
- deciding the amount of time necessary for counseling sessions or client's decision-making process.
- determining if a client's situation warrants referral to special resources.
- consulting with experts in a particular field, prior to developing a training or educational program, to determine potential for final placement of the client in that field.
- participating in a joint discussion with client in order to help arrive at a mutually acceptable rehabilitation plan.
- negotiating an agreement on alternative services to be provided when a client has been refused a requested service.
- negotiating an agreement on time and reason(s) for terminating rehabilitation services.
- obtaining understanding about a client's preferred service(s) and on the respective responsibilities involved in obtaining service(s).
- reaching an understanding about the agency's financial responsibilities for the client's rehabilitation.
- securing information about the existence, onset, severity and expected duration of a client's disability(ies).
- developing intermediate rehabilitation objectives for a client during a convalescent period.
- reviewing case notes and supportive documentation from transferred case in order to carry out further rehabilitation activities.
- evaluating information about client's training programs.
- interpretation of program rules and procedures to a client or significant others.
- reviewing active case files periodically to monitor quality of case recording.
- evaluating a rehabilitation plan with supervisor to test the feasibility and probable consequences of pursuing the plan.

Table 20.3.--Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 3 (Career and Vocational Counseling for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
3:1	93.4	-16.8**	67.2	-.2
3:2	95.1	-8.0**	76.4	-1.4
3:3	94.8	-11.5**	72.7	-6.0*
3:4	90.4	-12.9**	63.0	+3.3
3:5	94.3	-1.9	78.4	+5.4
3:6	95.2	-1.6	79.4	+6.2*
3:7	93.3	-3.2	75.7	+3.5
3:8	88.3	-13.9**	57.8	+4.8
3:9	92.7	-3.4	72.0	+4.6
3:10	89.3	-16.1**	45.7	+13.1**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. selecting appropriate vocational evaluation procedures for a particular client
2. determining level and type of training or educational program with a client
3. evaluating client participation in or benefits being received from education, training or other program service in order to initiate or recommend necessary program modifications
4. helping an employed client identify job adjustment problems and develop a course of action to solve them
5. promoting a client's understanding of his/her vocational strengths and weaknesses; integrating the interpretation of vocational, psychological, and social evaluative reports as necessary
6. securing information to determine a client's vocational skills, aptitudes and interests
7. assisting a client regarding vocational plans when they appear unrealistic
8. assessing the impact of cultural-ethnic and socioeconomic factors on client's vocational goals
9. assessing the consistency of a client's vocational choice with evaluative information
10. advising a client regarding the need for ambulatory/mobility techniques or environmental adaptations required to cope with the job

Table 20.4.--Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 4 (Personal and Social Counseling for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
4:1	70.8	-12.3**	41.4	+8.4*
4:2	95.1	-1.6	76.7	+7.9**
4:3	92.9	-3.8	74.9	+5.2
4:4	68.5	-12.6**	36.2	+10.5**
4:5	84.9	-19.9**	48.9	+2.4
4:6	96.7	+2	86.6	+5.4**
4:7	92.5	+5	76.7	+7.5**
4:8	96.8	+9	82.9	+8.9**
4:9	93.9	-.4	76.4	+8.6**
4:10	93.1	-10.5**	76.7	-4.8
4:11	87.3	-16.1**	56.1	+2.4
4:12	96.0	-2.4	83.6	+2.3
4:13	94.6	-8.1**	73.4	-.2
4:14	95.2	-5.5**	78.7	-.4
4:15	94.5	-.8	80.4	+5.2*
4:16	73.0	-21.9**	33.5	+5.2
4:17	91.3	-18.8**	57.3	+1.4
4:18	96.2	-6.9**	74.4	-.4
4:19	92.6	-.5	77.7	+4.2
4:20	95.8	-5.4**	78.9	-.8
4:21	93.7	-10.0**	69.7	-.7

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. planning group counseling sessions and formulating overall objectives for the group
2. identifying setting or conditions most appropriate for interviewing or counseling
3. identifying significant person(s) in the client's life who may be helpful in resolving problems
4. leading a weekly group counseling session focussed on adjustment and/or vocational problems
5. providing adjustment counseling and facilitating necessary life changes in dealing with a degenerative disability
6. maintaining a counseling relationship
7. assisting clients to a deeper understanding of themselves and their relationship with others
8. developing a facilitative counseling relationship
9. engaging in a mutual determination on the nature and goals of counseling
10. assisting a client with crisis resolution
11. assisting in facilitating a needed change in a client-family relationship
12. encouraging a client with a specific problem to take problem-solving action
13. encouraging a client to discuss perceptions of services being provided
14. assisting the client to develop the ability to cope
15. facilitating client's decision process
16. giving clients additional information about their disabilities in a scheduled group information session(s)
17. describing, with informed consent, the effect of a client's disability and present needs and progress to parents or guardian(s)
18. facilitating a client's cooperation in diagnostic procedures
19. seeking information to determine a client's conflicts, tensions and anxieties
20. assisting the individual to identify and verbalize need for services
21. discussing placement plans with client and staff members of community facility to alleviate client's fears regarding placement at the facility

Table 20.5.--Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 5 (Job Development and Placement for Individual Clients) of 1978-1990 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
5:1	69.6	-7.2	45.4	+5.3
5:2	62.2	-4.0	36.7	+10.0**
5:3	68.2	-10.0*	40.4	+8.3*
5:4	56.3	-2.9	26.8	+17.8**
5:5	66.7	-9.9*	34.2	+11.4**
5:6	65.3	-5.3	31.8	+15.9**
5:7	93.7	-3.8	69.7	+8.9**
5:8	87.8	-7.0*	57.1	+12.5**
5:9	85.7	-9.9**	52.1	+12.3**
5:10	87.1	-15.0**	50.1	+6.9*
5:11	68.2	-14.5**	33.0	+8.3**
5:12	93.3	-14.5**	58.3	+2.0

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. procure information from the community on the existence of businesses and industries
2. determine the occupational classifications within businesses and industries in the community
3. identify and contact employers to actively develop and/or identify job opportunities for rehabilitation clients
4. evaluate job activities through the use of task analysis inventories and job analysis schedules to determine aid in job modification and restructuring
5. provide education and/or training of prospective employers about various disabilities and any vocational implications, the use of assistive devices, job accommodation and facility services
6. assist employers to identify, modify and/or eliminate architectural, procedural and/or attitudinal barriers to the employment and advancement of disabled individuals
7. review vocational, physical and social related data to determine client job readiness for competitive employment
8. teach appropriate job seeking and retention skills, as needed, for competitive employment
9. conduct individual and group counseling to facilitate work adjustment
10. establish follow-up and/or follow-along procedures for disabled clients who are in competitive or other employment settings
11. reading materials pertinent to the evaluation of labor market trends
12. providing an inquirer with detailed information about vocational rehabilitation and the service programs it encompasses

Table 20.6.--Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 6 (Community Resources Utilization) of 1978-1990 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
6:1	87.9	-15.4**	63.3	-2.5
6:2	93.7	-7.1**	81.1	-6.1
6:3	95.3	-3.0	86.4	-6.5*
6:4	94.6	-4.2*	82.9	-7.2**
6:5	81.1	-37.7**	26.6	+3.1
6:6	98.2	-8.0**	66.3	+9.2**
6:7	90.1	-5.9*	63.5	+5.5
6:8	94.7	-5.2*	75.7	-1.7
6:9	97.0	-4.7**	72.5	+7.7**
6:10	91.7	-10.4**	71.2	-3.2
6:11	92.6	-7.9**	68.7	+1.7
6:12	97.0	-9.0**	73.2	-3.8
6:13	88.5	-18.8**	47.6	-.7
6:14	92.7	-7.2**	66.0	+6.5*
6:15	84.4	-9.0**	56.3	+4.2
6:16	91.1	-9.8**	65.8	-.6
6:17	77.6	-11.6**	47.4	+3.7
6:18	84.4	-9.5**	56.6	+3.4
6:19	94.7	-10.6**	70.5	-4.2

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

- determining appropriate resources for providing family services
- conferring with liaison personnel at other community service agencies
- exchanging information with other service providers involved with the client
- explaining the purpose of specific programs, facilities or institutions
- arranging genetic counseling for a client as recommended by a medical professional
- referring client to a school or college setting for necessary coursework
- referring clients to community volunteer groups that provide needed resources
- contacting a resource to whom a client is being referred to determine mutual responsibilities
- referring client to work adjustment center or rehabilitation facility
- referring to, and assisting client to deal with, those agencies or individuals that provide financial assistance
- providing information regarding availability of medical, dental or other services
- contacting liaison person to arrange for the acceptance of a client by the resource center
- arranging a learning or reality-testing experience for a client in the community
- determining whether rehabilitation centers or facilities, sheltered workshops, and other educational or training sites within an area provide viable occupational training
- consulting with representatives of community agencies in order to provide expertise in relation to the vocational problems of the disabled
- seeking to improve those conditions that impede the successful rehabilitation of clients with a specific disability
- working with community members in developing and implementing programs to improve social, vocational, educational and employment opportunities for the disabled
- maintaining regular contacts and attending scheduled meetings to promote cooperative efforts with representatives of other programs, halfway houses and community agencies that provide services to clients with a specific disability
- providing information regarding agency programs to current and potential referral sources

Table 20.7.--Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 7 (Recording and Reporting for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
7:1	95.6	-6.2**	80.9	+5
7:2	86.2	+1.4	70.0	+9.6**
7:3	94.4	-14.3**	66.5	-1.5
7:4	87.7	.0	70.5	+7.8**
7:5	91.6	-3.1	75.4	+2.7

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. developing a rehabilitation plan with a client
2. preparing a summary report, detailing and synthesizing individual's vocational aptitudes/interests, work evaluation report, intelligence, academic achievement, etc.
3. informing a client of reasons for denial of services
4. writing a summary report on a rehabilitation plan
5. maintaining a summary of information obtained during visits with a client or a client's family for the case record

Table 20.8.--Differences between employer ratings of graduates' performance and ratings by graduates of their preparation, tasks in Area 8 (Professional Participation and Development) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
8:1	81.8	-5.3	59.1	+6.3*
8:2	81.6	-3.9	60.5	+6.5*
8:3	32.5	-6.9	13.2	+5.6*
8:4	74.6	-19.3**	45.2	-1.7
8:5	93.3	-16.6**	78.9	-17.0**
8:6	90.2	-4.2	77.0	-4.7
8:7	89.3	-12.0**	66.3	-7.8*
8:8	90.0	-5.6*	69.5	-.4
8:9	89.1	-16.0**	64.8	-8.4**
8:10	60.4	-9.2*	37.5	+.7
8:11	90.6	-5.0*	76.7	-2.7
8:12	87.3	-6.2*	66.5	.0

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. participating in appropriate professional organizations
2. involvement in current issues affecting the profession and/or client populations
3. assisting in the preparation of legislative proposals to be considered on the state, or possibly federal, level
4. self-initiating or participating in agency-initiated research or evaluation projects
5. participating actively in regularly scheduled meetings in program area
6. learning application of agency policies and procedures by reading manuals, case records and other materials
7. reviewing agency's rules to determine requirements for employment and promotion
8. determining methods to assess problems involved in delivering services to rehabilitation clients
9. consulting with staff development specialists to establish and coordinate training efforts
10. disseminating information about the program through community participation, speeches, correspondence, and the use of newspapers, articles, radio and TV programs
11. participating actively in training conferences and in-service training sessions
12. sharing information gained at training sessions with colleagues who did not attend

graduates is smaller than the employer proportion and the mean of these significant differences is 10.66, and the mean of remaining 36 differences in which the graduate proportion of "strong" ratings is larger than the employer proportion is 9.66.

The significant differences in each of the eight areas represent a combination of smaller and larger proportions of "strong" ratings by the graduates than by the employers.

Magnitude and direction of
significant differences
with students

The magnitude and direction of each difference between performance task ratings by current RCE students and ratings by employers are presented in Tables 21.1 to 21.8. The mean of the 110 significant differences is 9.99. Of the 110 significant differences, 86 represent a smaller proportion of "strong" ratings by the students than by employers with a 9.98 mean of significant differences and 24 represent a larger proportion of "strong" ratings by the students than by the employers with a mean of 10.04.

In all 19 significant differences among the 38 comparisons in Area 6 (Community Resources Utilization) and the three significant differences among the 10 comparisons in Area 7 (Recording and Reporting) the proportion of "strong" ratings by the RCE students is smaller than the employer proportion.

Table 21.1.--Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
1:1	93.2	-3.9	85.1	-13.5**
1:2	96.4	-2.9	87.6	-11.7**
1:3	94.0	-2.1	81.6	-5.8*
1:4	92.9	-8.0**	71.7	-8.9**
1:5	86.0	-1.3	56.6	+7.4*
1:6	92.9	-.1	78.4	-5.8*
1:7	93.4	-1.3	73.4	-.9
1:8	82.5	-2.4	52.6	+6.6*
1:9	80.1	-.4	48.9	+9.3**
1:10	85.5	-6.5*	49.9	+4.9
1:11	92.5	-3.4	61.0	+6.5*
1:12	86.9	-8.8**	64.3	-13.3**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. determining a client's readiness for a particular type of counseling approach, rehabilitation service or employment
2. evaluating client's stated need to determine if the service which the client is requesting is appropriate
3. evaluating information about a client's problems to determine a counseling approach that might help a client adapt to a setting or situation
4. consulting with psychologist or psychiatrist to clarify a report on a client in relation to rehabilitation planning
5. providing integrated medical information to the client
6. seeking information to assess the psychological implications of the individual's words or actions as related to his/her disability
7. assessing a client's past adjustment to the work world
8. interpreting the results of individual intelligence tests
9. interpreting the results of personality inventories
10. interpreting the results of group intelligence, aptitude and achievement tests
11. interpreting the results of vocational interest inventories
12. preparing abstracts of relevant materials to assist in making decisions

Table 21.2.--Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
2:1	95.4	-2.5	87.3	-15.3**
2:2	92.1	+6	83.6	-13.5**
2:3	92.4	-.6	84.6	-11.6**
2:4	82.8	-11.5**	49.1	-4.1
2:5	86.6	-5.3	65.8	-11.0**
2:6	95.2	-2.0	84.1	-11.8**
2:7	90.3	-4.1	69.0	-8.0**
2:8	97.2	-.6	87.3	-5.3*
2:9	90.6	-9.9**	62.5	-8.9**
2:10	91.6	-6.3*	62.3	-3.6
2:11	95.2	-2.4	73.2	-8.2**
2:12	89.6	-6.5*	64.3	-7.3*
2:13	95.4	-.4	77.7	-.5
2:14	83.3	-.6	48.4	+9.4**
2:15	96.3	-7.1**	76.4	-12.4**
2:16	94.7	-5.8**	74.9	-10.6**
2:17	95.1	-3.4	81.1	-14.5**
2:18	81.7	+1.6	65.3	-11.8**
2:19	93.1	-4.3*	77.4	-16.8**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

- determining the appropriateness of service requested by or for a client
- deciding the adequacy of information for making client related decisions
- determining appropriate resources available to implement the rehabilitation plan
- selecting clients to participate in a group counseling situation
- deciding the amount of time necessary for counseling sessions or client's decision-making process
- determining if a client's situation warrants referral to special resources
- consulting with experts in a particular field, prior to developing a training or educational program, to determine potential for final placement of the client in that field
- participating in a joint discussion with client in order to help arrive at a mutually acceptable rehabilitation plan
- negotiating an agreement on alternative services to be provided when a client has been refused a requested service
- negotiating an agreement on time and reason(s) for terminating rehabilitation services.
- obtaining understanding about a client's preferred service(s) and on the respective responsibilities involved in obtaining service(s)
- reaching an understanding about the agency's financial responsibilities for the client's rehabilitation
- securing information about the existence, onset, severity and expected duration of a client's disability(ies)
- developing intermediate rehabilitation objectives for a client during a convalescent period
- reviewing case notes and supportive documentation from transferred case in order to carry out further rehabilitation activities
- evaluating information about client's training programs
- interpretation of program rules and procedures to a client or significant others
- reviewing active case files periodically to monitor quality of case recording
- evaluating a rehabilitation plan with supervisor to test the feasibility and probable consequences of pursuing the plan

Table 21.3.--Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 3 (Career and Vocational Counseling for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
3:1	93.4	-6.4**	67.2	+4
3:2	95.1	-4.2*	76.4	-5.7*
3:3	94.8	-7.7**	72.7	-12.2**
3:4	90.4	-3.1	63.0	+9
3:5	94.3	+1.1	78.4	-1.8
3:6	95.2	+1.1	79.4	-.4
3:7	93.3	+6	75.7	-1.5
3:8	88.3	-9.1**	57.8	-1.0
3:9	92.7	+5	72.0	-1.5
3:10	89.3	-9.6**	45.7	+11.6**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p <.05

** p <.01

Tasks:

1. selecting appropriate vocational evaluation procedures for a particular client
2. determining level and type of training or educational program with a client
3. evaluating client participation in or benefits being received from education, training or other program service in order to initiate or recommend necessary program modifications
4. helping an employed client identify job adjustment problems and develop a course of action to solve them
5. promoting a client's understanding of his/her vocational strengths and weaknesses; integrating the interpretation of vocational, psychological, and social evaluative reports as necessary
6. securing information to determine a client's vocational skills, aptitudes and interests
7. assisting a client regarding vocational plans when they appear unrealistic
8. assessing the impact of cultural-ethnic and socioeconomic factors on client's vocational goals
9. assessing the consistency of a client's vocational choice with evaluative information
10. advising a client regarding the need for ambulatory/mobility techniques or environmental adaptations required to cope with the job

Table 21.4.--Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 4 (Personal and Social Counseling for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
4:1	70.8	-2.3	41.4	+7.1*
4:2	95.1	-2.0	76.7	-.1
4:3	92.9	+.4	74.9	+1.5
4:4	68.5	-5.8	36.2	+6.8*
4:5	84.9	-10.0**	48.9	+2.1
4:6	96.7	+1.3	86.6	+.7
4:7	92.5	+2.6	76.7	+3.8
4:8	96.8	+.6	82.9	+3.0
4:9	93.9	+2.8*	76.4	+4.6
4:10	93.1	-7.3**	76.7	-12.0**
4:11	87.3	-7.8**	56.1	-.7
4:12	96.0	-.5	83.6	-3.6
4:13	94.6	-3.8*	73.4	-3.2
4:14	95.2	-2.8	78.7	-6.6*
4:15	94.5	+.3	80.4	-1.8
4:16	73.0	-14.8**	33.5	+2.7
4:17	91.3	-12.7**	57.3	-2.7
4:18	96.2	-5.2**	74.4	-8.0**
4:19	92.6	+1.4	77.7	-.7
4:20	95.8	-2.5	78.9	-4.7
4:21	93.7	-5.5*	69.7	-6.4*

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. planning group counseling sessions and formulating overall objectives for the group
2. identifying setting or conditions most appropriate for interviewing or counseling
3. identifying significant person(s) in the client's life who may be helpful in resolving problems
4. leading a weekly group counseling session focussed on adjustment and/or vocational problems
5. providing adjustment counseling and facilitating necessary life changes in dealing with a degenerative disability
6. maintaining a counseling relationship
7. assisting clients to a deeper understanding of themselves and their relationship with others
8. developing a facilitative counseling relationship
9. engaging in a mutual determination on the nature and goals of counseling
10. assisting a client with crisis resolution
11. assisting in facilitating a needed change in a client-family relationship
12. encouraging a client with a specific problem to take problem-solving action
13. encouraging a client to discuss perceptions of services being provided
14. assisting the client to develop the ability to cope
15. facilitating client's decision process
16. giving clients additional information about their disabilities in a scheduled group information session(s)
17. describing, with informed consent, the effect of a client's disability and present needs and progress to parents or guardian(s)
18. facilitating a client's cooperation in diagnostic procedures
19. seeking information to determine a client's conflicts, tensions and anxieties
20. assisting the individual to identify and verbalize need for services
21. discussing placement plans with client and staff members of community facility to alleviate client's fears regarding placement at the facility

Table 21.5.--Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 5 (Job Development and Placement for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
5:1	69.6	+5.7	45.4	+8.6**
5:2	62.2	+14.0**	36.7	+15.0**
5:3	68.2	+8.7**	40.4	+15.1**
5:4	56.3	+12.1**	26.8	+18.7**
5:5	66.7	+1.7	34.2	+10.5**
5:6	65.3	+8.6*	31.8	+19.2**
5:7	93.7	-2.5	69.7	-.7
5:8	87.8	-2.5	57.1	+6.8*
5:9	85.7	-4.4	52.1	+5.3
5:10	87.1	-5.1	50.1	+3.4
5:11	68.2	-4.5	33.0	+8.1**
5:12	93.3	-10.8**	58.3	-3.3

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

**p < .01

Tasks:

1. procure information from the community on the existence of businesses and industries
2. determine the occupational classifications within businesses and industries in the community
3. identify and contact employers to actively develop and/or identify job opportunities for rehabilitation clients
4. evaluate job activities through the use of task analysis inventories and job analysis schedules to determine aid in job modification and restructuring
5. provide education and/or training of prospective employers about various disabilities and any vocational implications, the use of assistive devices, job accommodation and facility services
6. assist employers to identify, modify and/or eliminate architectural, procedural and/or attitudinal barriers to the employment and advancement of disabled individuals
7. review vocational, physical and social related data to determine client job readiness for competitive employment
8. teach appropriate job seeking and retention skills, as needed, for competitive employment
9. conduct individual and group counseling to facilitate work adjustment
10. establish follow-up and/or follow-along procedures for disabled clients who are in competitive or other employment settings
11. reading materials pertinent to the evaluation of labor market trends
12. providing an inquirer with detailed information about vocational rehabilitation and the service programs it encompasses

Table 21.6.--Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 6 (Community Resources Utilization) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
6:1	87.9	-12.1**	63.3	-11.3**
6:2	93.7	-4.7*	81.1	-17.1**
6:3	95.3	-2.3	86.4	-18.0**
6:4	94.6	-3.1	82.9	-14.6**
6:5	81.1	-25.1**	26.6	+3.8
6:6	98.2	-4.5**	66.3	+2.7
6:7	90.1	-4.3	63.5	-3.1
6:8	94.7	-3.0	75.7	-10.2**
6:9	97.0	-1.9	72.5	-.4
6:10	91.7	-7.8**	71.2	-11.6
6:11	92.6	-6.1**	68.7	-7.2*
6:12	97.0	-8.4**	73.2	-14.7**
6:13	88.5	-13.5**	47.6	-7.1*
6:14	92.7	-4.3	66.0	-1.5
6:15	84.4	-2.0	56.3	.0
6:16	91.1	-4.0	65.8	-2.2
6:17	77.6	-2.6	47.4	+2.1
6:18	84.4	-5.7	56.6	-5.6
6:19	94.7	-5.9**	70.5	-10.7**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

- determining appropriate resources for providing family services
- conferring with liaison personnel at other community service agencies
- exchanging information with other service providers involved with the client
- explaining the purpose of specific programs, facilities or institutions
- arranging genetic counseling for a client as recommended by a medical professional
- referring client to a school or college setting for necessary coursework
- referring clients to community volunteer groups that provide needed resources
- contacting a resource to whom a client is being referred to determine mutual responsibilities
- referring client to work adjustment center or rehabilitation facility
- referring to, and assisting client to deal with, those agencies or individuals that provide financial assistance
- providing information regarding availability of medical, dental or other services
- contacting liaison person to arrange for the acceptance of a client by the resource center
- arranging a learning or reality-testing experience for a client in the community
- determining whether rehabilitation centers or facilities, sheltered workshops, and other educational or training sites within an area provide viable occupational training
- consulting with representatives of community agencies in order to provide expertise in relation to the vocational problems of the disabled
- seeking to improve those conditions that impede the successful rehabilitation of clients with a specific disability
- working with community members in developing and implementing programs to improve social, vocational, educational and employment opportunities for the disabled
- maintaining regular contacts and attending scheduled meetings to promote cooperative efforts with representatives of other programs, halfway houses and community agencies that provide services to clients with a specific disability
- providing information regarding agency programs to current and potential referral sources

Table 21.7.--Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 7 (Recording and Reporting for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
7:1	95.6	-3.5*	80.9	-3.6
7:2	86.2	+4.0	70.0	+1.6
7:3	94.4	-8.3**	66.5	-3.8
7:4	87.7	+1.2	70.5	-2.4
7:5	91.6	-1.4	75.4	-5.4*

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. developing a rehabilitation plan with a client
2. preparing a summary report, detailing and synthesizing individual's vocational aptitudes/interests, work evaluation report, intelligence, academic achievement, etc.
3. informing a client of reasons for denial of services
4. writing a summary report on a rehabilitation plan
5. maintaining a summary of information obtained during visits with a client or a client's family for the case record

Table 21.8.--Differences between employer ratings of graduates' performance and ratings by students of their preparation, tasks in Area 8 (Professional Participation and Development) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
8:1	81.8	+.1	59.1	+3.0
8:2	81.6	+3.4	60.5	+6.5*
8:3	32.5	+10.1*	13.2	+11.4**
8:4	74.6	-8.0*	45.2	-5.1
8:5	93.3	-13.8**	78.9	-25.1**
8:6	90.2	-4.0	77.9	-17.9**
8:7	89.3	-8.1**	66.3	-16.2**
8:8	90.0	-2.8	69.5	-8.9**
8:9	89.1	-7.7**	64.8	-16.8**
8:10	60.4	+.6	37.5	-1.0
8:11	90.6	-7.4**	76.7	-18.7**
8:12	87.3	-3.7	66.5	-11.3**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. participating in appropriate professional organizations
2. involvement in current issues affecting the profession and/or client populations
3. assisting in the preparation of legislative proposals to be considered on the state, or possibly federal, level
4. self-initiating or participating in agency-initiated research or evaluation projects
5. participating actively in regularly scheduled meetings in program area
6. learning application of agency policies and procedures by reading manuals, case records and other materials
7. reviewing agency's rules to determine requirements for employment and promotion
8. determining methods to assess problems involved in delivering services to rehabilitation clients
9. consulting with staff development specialists to establish and coordinate training efforts
10. disseminating information about the program through community participation, speeches, correspondence, and the use of newspapers, articles, radio and TV programs
11. participating actively in training conferences and in-service training sessions
12. sharing information gained at training sessions with colleagues who did not attend

Magnitude and direction of significant
differences with clinical supervisors

The magnitude and direction of each difference between task ratings by clinical supervisors and by employers are presented in Table 22.1 to 22.8. There are significant differences with clinical supervisors in each of the eight areas and in all 137 significant differences the proportion of "strong" ratings by the clinical supervisors is smaller than the corresponding proportion of "strong" ratings by employers. The mean of these 137 significant differences is 10.84.

Magnitude and direction of
significant differences
with faculty

The magnitude and direction of each difference between task ratings by faculty and by employers is presented in Tables 23.1 to 23.8. The mean of the 72 significant differences among the 220 comparisons is 11.94. In 45 of the significant differences the proportion of "strong" ratings by the faculty members is smaller than the employer proportion and the mean of these significant differences is 12.88. The mean of the 27 comparisons in which the faculty proportion of "strong" assessments is larger than the employer proportion is 10.39.

In the nine significant differences among the 42 comparisons in Area 4 (Personal and Social Counseling) and the 10 significant

Table 22.1.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1978-1990 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
1:1	93.2	-4.7*	85.1	-17.6**
1:2	96.4	-5.4**	87.6	-15.2**
1:3	94.0	-4.3	81.6	-9.2**
1:4	92.9	-5.7*	71.7	-10.2**
1:5	86.0	-3.8	56.6	-1.7
1:6	92.9	-.7	78.4	-5.7
1:7	93.4	-6.9**	73.4	-9.3**
1:8	82.5	-8.8*	52.6	-1.3
1:9	80.1	-11.4**	48.9	-3.5
1:10	85.5	-9.0*	49.9	-.5
1:11	92.5	-4.9	61.0	-.4
1:12	86.9	-13.8**	64.3	-21.8**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. determining a client's readiness for a particular type of counseling approach, rehabilitation service or employment
2. evaluating client's stated need to determine if the service which the client is requesting is appropriate
3. evaluating information about a client's problems to determine a counseling approach that might help a client adapt to a setting or situation
4. consulting with psychologist or psychiatrist to clarify a report on a client in relation to rehabilitation planning
5. providing integrated medical information to the client
6. seeking information to assess the psychological implications of the individual's words or actions as related to his/her disability
7. assessing a client's past adjustment to the work world
8. interpreting the results of individual intelligence tests
9. interpreting the results of personality inventories
10. interpreting the results of group intelligence, aptitude and achievement tests
11. interpreting the results of vocational interest inventories
12. preparing abstracts of relevant materials to assist in making decisions

Table 22.2.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
2:1	95.4	-7.1**	87.3	-17.2**
2:2	92.1	-.5	83.6	-13.3**
2:3	92.4	-5.7*	84.6	-16.7**
2:4	82.8	-14.8**	49.1	-12.8**
2:5	86.6	-13.5**	65.8	-16.6**
2:6	95.2	-4.0*	84.1	-13.1**
2:7	90.3	-8.8**	69.0	-13.7**
2:8	97.2	-.3	87.3	-6.8*
2:9	90.6	-13.7**	62.5	-18.3**
2:10	91.6	-13.1**	62.3	-16.5**
2:11	95.2	-7.0**	73.2	-12.6**
2:12	89.6	-11.9**	64.3	-13.9**
2:13	95.4	-1.0	77.7	-6.0
2:14	83.3	-6.6	48.4	-4.7
2:15	96.3	-3.1	76.4	-11.8**
2:16	94.7	-3.5	74.9	-10.5**
2:17	95.1	-7.3**	81.1	-17.7**
2:18	81.7	-1.7	65.3	-14.9**
2:19	93.1	-4.5	77.4	-12.6**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. determining the appropriateness of service requested by or for a client
2. deciding the adequacy of information for making client related decisions
3. determining appropriate resources available to implement the rehabilitation plan
4. selecting clients to participate in a group counseling situation
5. deciding the amount of time necessary for counseling sessions or client's decision-making process
6. determining if a client's situation warrants referral to special resources
7. consulting with experts in a particular field, prior to developing a training or educational program, to determine potential for final placement of the client in that field
8. participating in a joint discussion with client in order to help arrive at a mutually acceptable rehabilitation plan
9. negotiating an agreement on alternative services to be provided when a client has been refused a requested service
10. negotiating an agreement on time and reason(s) for terminating rehabilitation services
11. obtaining understanding about a client's preferred service(s) and on the respective responsibilities involved in obtaining service(s)
12. reaching an understanding about the agency's financial responsibilities for the client's rehabilitation
13. securing information about the existence, onset, severity and expected duration of a client's disability(ies)
14. developing intermediate rehabilitation objectives for a client during a convalescent period
15. reviewing case notes and supportive documentation from transferred case in order to carry out further rehabilitation activities
16. evaluating information about client's training programs
17. interpretation of program rules and procedures to a client or significant others
18. reviewing active case files periodically to monitor quality of case recording
19. evaluating a rehabilitation plan with supervisor to test the feasibility and probable consequences of pursuing the plan

Table 22.3.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 3 (Career and Vocational Counseling for Individual Clients) of 1973-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
3:1	93.4	-12.9**	67.2	-10.4**
3:2	95.1	-6.0**	76.4	-10.4**
3:3	94.8	-6.7**	72.7	-12.8**
3:4	90.4	-8.7**	63.0	-12.2**
3:5	94.3	-5.7*	78.4	-11.7**
3:6	95.2	-3.0	79.4	-8.9**
3:7	93.3	-5.0*	75.7	-7.8*
3:8	88.3	-10.1	57.8	-10.1**
3:9	92.7	-3.0	72.0	-9.8**
3:10	89.3	-12.6**	45.7	-2.0

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. selecting appropriate vocational evaluation procedures for a particular client
2. determining level and type of training or educational program with a client
3. evaluating client participation in or benefits being received from education, training or other program service in order to initiate or recommend necessary program modifications
4. helping an employed client identify job adjustment problems and develop a course of action to solve them
5. promoting a client's understanding of his/her vocational strengths and weaknesses; integrating the interpretation of vocational, psychological, and social evaluative reports as necessary
6. securing information to determine a client's vocational skills, aptitudes and interests
7. assisting a client regarding vocational plans when they appear unrealistic
8. assessing the impact of cultural-ethnic and socioeconomic factors on client's vocational goals
9. assessing the consistency of a client's vocational choice with evaluative information
10. advising a client regarding the need for ambulatory/mobility techniques or environmental adaptations required to cope with the job

Table 22.4.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 4 (Personal and Social Counseling for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
4:1	70.8	-11.3*	41.4	-7.9*
4:2	95.1	+6	76.7	-3.1
4:3	92.9	-2.5	74.9	-5.8
4:4	68.5	-8.3	36.2	-1.3
4:5	84.9	-7.9*	48.9	-5.2
4:6	96.7	+3	86.6	-1.8
4:7	92.5	+4	76.7	-2.4
4:8	96.8	-1.1	82.9	-2.9
4:9	93.9	-2.6	76.4	-6.8*
4:10	93.1	-3.4	76.7	-10.4**
4:11	87.3	-5.4	56.1	-3.4
4:12	96.0	-.2	83.6	-8.1**
4:13	94.6	-4.7*	73.4	-10.0**
4:14	95.2	-.3	78.7	-7.5*
4:15	94.5	-1.2	80.4	-7.5*
4:16	73.0	-12.4*	33.5	-3.6
4:17	91.3	-11.6**	57.3	-13.4**
4:18	96.2	2.5	74.4	-7.4*
4:19	92.6	-.3	77.7	-6.2*
4:20	95.8	-2.6	78.9	-7.6*
4:21	93.7	-6.1*	69.7	-11.0**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p <.05

** p <.01.

Tasks:

1. planning group counseling sessions and formulating overall objectives for the group
2. identifying setting or conditions most appropriate for interviewing or counseling
3. identifying significant person(s) in the client's life who may be helpful in resolving problems
4. leading a weekly group counseling session focussed on adjustment and/or vocational problems
5. providing adjustment counseling and facilitating necessary life changes in dealing with a degenerative disability
6. maintaining a counseling relationship
7. assisting clients to a deeper understanding of themselves and their relationship with others
8. developing a facilitative counseling relationship
9. engaging in a mutual determination on the nature and goals of counseling
10. assisting a client with crisis resolution
11. assisting in facilitating a needed change in a client-family relationship
12. encouraging a client with a specific problem to take problem-solving action
13. encouraging a client to discuss perceptions of services being provided
14. assisting the client to develop the ability to cope
15. facilitating client's decision process
16. giving clients additional information about their disabilities in a scheduled group information session(s)
17. describing, with informed consent, the effect of a client's disability and present needs and progress to parents or guardian(s)
18. facilitating a client's cooperation in diagnostic procedures
19. seeking information to determine a client's conflicts, tensions and anxieties
20. assisting the individual to identify and verbalize need for services
21. discussing placement plans with client and staff members of community facility to alleviate client's fears regarding placement at the facility

Table 22.5.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 5 (Job Development and Placement for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
5:1	69.6	-9.0*	45.4	-8.3*
5:2	62.2	-8.2	36.7	-6.5
5:3	68.2	-9.5*	40.4	-5.2
5:4	56.3	-10.8*	26.8	-3.8
5:5	66.7	-12.6*	34.2	-7.6*
5:6	65.3	-13.8**	31.8	-6.6*
5:7	93.7	-3.5	69.7	-8.2*
5:8	87.8	-7.5*	57.1	-5.8
5:9	85.7	-9.1*	52.1	-7.7*
5:10	87.1	-8.2**	50.1	-13.8**
5:11	68.2	-14.5**	33.0	-5.4
5:12	93.3	-12.6**	58.3	-13.6**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. procure information from the community on the existence of businesses and industries
2. determine the occupational classifications within businesses and industries in the community
3. identify and contact employers to actively develop and/or identify job opportunities for rehabilitation clients
4. evaluate job activities through the use of task analysis inventories and job analysis schedules to determine aid in job modification and restructuring
5. provide education and/or training of prospective employers about various disabilities and any vocational implications, the use of assistive devices, job accommodation and facility services
6. assist employers to identify, modify and/or eliminate architectural, procedural and/or attitudinal barriers to the employment and advancement of disabled individuals
7. review vocational, physical and social related data to determine client job readiness for competitive employment
8. teach appropriate job seeking and retention skills, as needed, for competitive employment
9. conduct individual and group counseling to facilitate work adjustment
10. establish follow-up and/or follow-along procedures for disabled clients who are in competitive or other employment settings
11. reading materials pertinent to the evaluation of labor market trends
12. providing an inquirer with detailed information about vocational rehabilitation and the service programs it encompasses

Table 22.6.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 6 (Community Resources Utilization) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
6:1	87.9	-8.4**	63.3	-10.8**
6:2	93.7	-1.9	81.1	-11.5**
6:3	95.3	-2.0	86.4	-14.0**
6:4	94.6	-3.2	82.9	-17.6**
6:5	81.1	-23.9**	26.6	-5.0
6:6	98.2	-4.5*	66.3	-2.9
6:7	90.1	-3.9	63.5	-10.3**
6:8	94.7	-5.4*	75.7	-12.3**
6:9	97.0	-2.1	72.5	-6.7*
6:10	91.7	-6.0*	71.2	-14.2**
6:11	92.6	-4.7	68.7	-9.8**
6:12	97.0	-6.2**	73.2	-14.3**
6:13	88.5	-13.0**	47.6	-11.7**
6:14	92.7	-2.8	66.0	-9.0**
6:15	84.4	-1.7	56.3	-7.4*
6:16	91.1	-5.1	65.8	-11.9**
6:17	77.6	-10.8*	47.4	-9.6**
6:18	84.4	-3.5	56.6	-8.4*
6:19	94.7	-5.1*	70.5	-15.2**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p <.05

** p <.01

Tasks:

- determining appropriate resources for providing family services
- conferring with liaison personnel at other community service agencies
- exchanging information with other service providers involved with the client
- explaining the purpose of specific programs, facilities or institutions
- arranging genetic counseling for a client as recommended by a medical professional
- referring client to a school or college setting for necessary coursework
- referring clients to community volunteer groups that provide needed resources
- contacting a resource to whom a client is being referred to determine mutual responsibilities
- referring client to work adjustment center or rehabilitation facility
- referring to, and assisting client to deal with, those agencies or individuals that provide financial assistance
- providing information regarding availability of medical, dental or other services
- contacting liaison person to arrange for the acceptance of a client by the resource center
- arranging a learning or reality-testing experience for a client in the community
- determining whether rehabilitation centers or facilities, sheltered workshops, and other educational or training sites within an area provide viable occupational training
- consulting with representatives of community agencies in order to provide expertise in relation to the vocational problems of the disabled
- seeking to improve those conditions that impede the successful rehabilitation of clients with a specific disability
- working with community members in developing and implementing programs to improve social, vocational, educational and employment opportunities for the disabled
- maintaining regular contacts and attending scheduled meetings to promote cooperative efforts with representatives of other programs, halfway houses and community agencies that provide services to clients with a specific disability
- providing information regarding agency programs to current and potential referral sources

Table 22.7.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 7 (Recording and Reporting for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
7:1	95.6	-4.7*	80.9	-10.1**
7:2	86.2	-3.0	70.0	-6.6
7:3	94.4	-10.3**	66.5	-18.8**
7:4	87.7	-2.1	70.5	-9.3*
7:5	91.6	-2.6	75.4	-10.1**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. developing a rehabilitation plan with a client
2. preparing a summary report, detailing and synthesizing individual's vocational aptitudes/interests, work evaluation report, intelligence, academic achievement, etc.
3. informing a client of reasons for denial of services
4. writing a summary report on a rehabilitation plan
5. maintaining a summary of information obtained during visits with a client or a client's family for the case record

Table 22.8.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by clinical supervisors, tasks in Area 8 (Professional Participation and Development) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
8:1	81.8	-2.6	59.1	-9.5**
8:2	81.6	+1.2	60.5	-5.6
8:3	32.5	-.7	13.2	-.1
8:4	74.6	-12.2**	45.2	-12.4**
8:5	93.3	-6.8**	78.9	-24.3**
8:6	90.2	+.8	77.9	-10.4**
8:7	89.3	-4.2	66.3	-17.6**
8:8	90.0	-3.6	69.5	-10.8**
8:9	89.1	-4.0	64.8	-17.3**
8:10	60.4	-6.3	37.5	-12.3**
8:11	90.6	+1.0	76.7	-12.1**
8:12	87.3	+3.9	66.5	-17.6**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. participating in appropriate professional organizations
2. involvement in current issues affecting the profession and/or client populations
3. assisting in the preparation of legislative proposals to be considered on the state, or possibly federal, level
4. self-initiating or participating in agency-initiated research or evaluation projects
5. participating actively in regularly scheduled meetings in program area
6. learning application of agency policies and procedures by reading manuals, case records and other materials
7. reviewing agency's rules to determine requirements for employment and promotion
8. determining methods to assess problems involved in delivering services to rehabilitation clients
9. consulting with staff development specialists to establish and coordinate training efforts
10. disseminating information about the program through community participation, speeches, correspondence, and the use of newspapers, articles, radio and TV programs
11. participating actively in training conferences and in-service training sessions
12. sharing information gained at training sessions with colleagues who did not attend

Table 23.1.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
1:1	93.2	+1.6	85.1	-9.6**
1:2	96.4	+.7	87.6	-11.1**
1:3	94.0	+2.6	81.6	-3.7
1:4	92.9	-6.1*	71.7	-11.3**
1:5	86.0	+3.9	56.6	+5.2
1:6	92.9	+1.6	78.4	-7.0
1:7	93.4	-.2	73.4	-4.3
1:8	82.5	-9.2*	52.6	-3.3
1:9	80.1	-11.0*	48.9	-1.4
1:10	85.5	+2.9	49.9	+16.9**
1:11	92.5	+3.4	61.0	+13.7**
1:12	86.9	-5.2	64.3	-19.1**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. determining a client's readiness for a particular type of counseling approach, rehabilitation service or employment
2. evaluating client's stated need to determine if the service which the client is requesting is appropriate
3. evaluating information about a client's problems to determine a counseling approach that might help a client adapt to a setting or situation
4. consulting with psychologist or psychiatrist to clarify a report on a client in relation to rehabilitation planning
5. providing integrated medical information to the client
6. seeking information to assess the psychological implications of the individual's words or actions as related to his/her disability
7. assessing a client's past adjustment to the work world
8. interpreting the results of individual intelligence tests
9. interpreting the results of personality inventories
10. interpreting the results of group intelligence, aptitude and achievement tests
11. interpreting the results of vocational interest inventories
12. preparing abstracts of relevant materials to assist in making decisions

Table 23.2.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
2:1	95.4	+ .4	87.3	-14.0**
2:2	92.1	+6.0*	83.6	-11.2**
2:3	92.4	+5.8*	84.6	-10.9**
2:4	82.8	-11.4*	49.1	-3.0
2:5	86.6	.0	65.8	-9.1*
2:6	95.2	+2.3	84.1	-13.1**
2:7	90.3	+1.1	69.0	-10.0*
2:8	97.2	+1.1	87.3	-6.2*
2:9	90.6	-6.8	62.5	-12.3**
2:10	91.6	-7.2*	62.3	-12.5**
2:11	95.2	+2.1	73.2	-5.9
2:12	89.6	-11.6**	64.3	-18.7**
2:13	95.4	+2.7	77.7	-4.4
2:14	83.3	-1.9	48.4	+2.3
2:15	96.3	-3.3	76.4	-15.6**
2:16	94.7	+5	74.9	-10.4**
2:17	95.1	-2.6	81.1	-24.4**
2:18	81.7	+1.2	65.3	-18.3**
2:19	93.1	+2.3	77.4	-10.6**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

- determining the appropriateness of service requested by or for a client
- deciding the adequacy of information for making client related decisions
- determining appropriate resources available to implement the rehabilitation plan
- selecting clients to participate in a group counseling situation
- deciding the amount of time necessary for counseling sessions or client's decision-making process
- determining if a client's situation warrants referral to special resources
- consulting with experts in a particular field, prior to developing a training or educational program, to determine potential for final placement of the client in that field
- participating in a joint discussion with client in order to help arrive at a mutually acceptable rehabilitation plan
- negotiating an agreement on alternative services to be provided when a client has been refused a requested service
- negotiating an agreement on time and reason(s) for terminating rehabilitation services
- obtaining understanding about a client's preferred service(s) and on the respective responsibilities involved in obtaining service(s)
- reaching an understanding about the agency's financial responsibilities for the client's rehabilitation
- securing information about the existence, onset, severity and expected duration of a client's disability(ies)
- developing intermediate rehabilitation objectives for a client during a convalescent period
- reviewing case notes and supportive documentation from transferred case in order to carry out further rehabilitation activities
- evaluating information about client's training programs
- interpretation of program rules and procedures to a client or significant others
- reviewing active case files periodically to monitor quality of case recording
- evaluating a rehabilitation plan with supervisor to test the feasibility and probable consequences of pursuing the plan

Table 23.3.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 3 (Career and Vocational Counseling for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
3:1	93.4	-3.7	67.2	+1.0
3:2	95.1	+2.4	76.4	-4.0
3:3	94.8	+1.1	72.7	-7.7
3:4	90.4	+4	63.0	+6
3:5	94.3	+1.2	78.4	+4
3:6	95.2	+4.2*	79.4	+1.7
3:7	93.3	+3.3	75.7	+1.7
3:8	88.3	-7.3	57.8	-3.0
3:9	92.7	+3.7	72.0	+2.7
3:10	89.3	-9.1*	45.7	+2.7

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. selecting appropriate vocational evaluation procedures for a particular client
2. determining level and type of training or educational program with a client
3. evaluating client participation in or benefits being received from education, training or other program service in order to initiate or recommend necessary program modifications
4. helping an employed client identify job adjustment problems and develop a course of action to solve them
5. promoting a client's understanding of his/her vocational strengths and weaknesses; integrating the interpretation of vocational, psychological, and social evaluative reports as necessary
6. securing information to determine a client's vocational skills, aptitudes and interests
7. assisting a client regarding vocational plans when they appear unrealistic
8. assessing the impact of cultural-ethnic and socioeconomic factors on client's vocational goals
9. assessing the consistency of a client's vocational choice with evaluative information
10. advising a client regarding the need for ambulatory/mobility techniques or environmental adaptations required to cope with the job

Table 23.4.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 4 (Personal and Social Counseling for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
4:1	70.8	+2.6	41.4	+10.7*
4:2	95.1	+3.2	76.7	+5.3
4:3	92.9	+4.0	74.9	-3.0
4:4	68.5	+2.9	36.2	+12.2**
4:5	84.9	+2.5	48.9	+11.9**
4:6	96.7	+3.3*	86.6	+2.8
4:7	92.5	+6.9**	76.7	+5.3
4:8	96.8	+2.7	82.9	+5.1
4:9	93.9	+4.5*	76.4	+6.5
4:10	93.1	-2.0	76.7	-5.7
4:11	87.3	-3.8	56.1	-2.6
4:12	96.0	+3.4*	83.6	-1.1
4:13	94.6	-.3	73.4	-4.7
4:14	95.2	+2.5	78.7	-.4
4:15	94.5	+2.8	80.4	+2.1
4:16	73.0	-3.1	33.5	+9.4*
4:17	91.3	-4.1	57.3	-7.1
4:18	96.2	+.5	74.4	-6.7
4:19	92.6	+5.0*	77.7	-3.5
4:20	95.8	+1.8	78.9	-2.4
4:21	93.7	-1.8	69.7	-6.6

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. planning group counseling sessions and formulating overall objectives for the group
2. identifying setting or conditions most appropriate for interviewing or counseling
3. identifying significant person(s) in the client's life who may be helpful in resolving problems
4. leading a weekly group counseling session focussed on adjustment and/or vocational problems
5. providing adjustment counseling and facilitating necessary life changes in dealing with a degenerative disability
6. maintaining a counseling relationship
7. assisting clients to a deeper understanding of themselves and their relationship with others
8. developing a facilitative counseling relationship
9. engaging in a mutual determination on the nature and goals of counseling
10. assisting a client with crisis resolution
11. assisting in facilitating a needed change in a client-family relationship
12. encouraging a client with a specific problem to take problem-solving action
13. encouraging a client to discuss perceptions of services being provided
14. assisting the client to develop the ability to cope
15. facilitating client's decision process
16. giving clients additional information about their disabilities in a scheduled group information session(s)
17. describing, with informed consent, the effect of a client's disability and present needs and progress to parents or guardian(s)
18. facilitating a client's cooperation in diagnostic procedures
19. seeking information to determine a client's conflicts, tensions and anxieties
20. assisting the individual to identify and verbalize need for services
21. discussing placement plans with client and staff members of community facility to alleviate client's fears regarding placement at the facility

Table 23.5.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 5 (Job Development and Placement for Individual Clients) of 1978-1990 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
5:1	69.6	+9.3	45.4	+8.1
5:2	62.2	+15.9**	36.7	+15.8**
5:3	68.2	+10.5*	40.4	+10.8*
5:4	56.3	+17.8**	26.8	+23.4**
5:5	66.7	+6.0	34.2	+10.0*
5:6	65.3	+6.2	31.8	+11.1*8
5:7	93.7	+2.1	69.7	+4.0
5:8	87.8	+3.2	57.1	+8.3
5:9	85.7	+2.8	52.1	+11.5**
5:10	87.1	-5.1	50.1	-1.7
5:11	68.2	+10.1	33.0	+16.8**
5:12	93.3	+5	58.3	+4.4

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

**p < .01

Tasks:

1. procure information from the community on the existence of businesses and industries
2. determine the occupational classifications within businesses and industries in the community
3. identify and contact employers to actively develop and/or identify job opportunities for rehabilitation clients
4. evaluate job activities through the use of task analysis inventories and job analysis schedules to determine aid in job modification and restructuring
5. provide education and/or training of prospective employers about various disabilities and any vocational implications, the use of assistive devices, job accommodation and facility services
6. assist employers to identify, modify and/or eliminate architectural, procedural and/or attitudinal barriers to the employment and advancement of disabled individuals
7. review vocational, physical and social related data to determine client job readiness for competitive employment
8. teach appropriate job seeking and retention skills, as needed, for competitive employment
9. conduct individual and group counseling to facilitate work adjustment
10. establish follow-up and/or follow-along procedures for disabled clients who are in competitive or other employment settings
11. reading materials pertinent to the evaluation of labor market trends
12. providing an inquirer with detailed information about vocational rehabilitation and the service programs it encompasses

Table 23.6.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 6 (Community Resources Utilization) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
6:1	87.9	-2.6	63.3	-9.8*
6:2	93.7	+1.2	81.1	-12.0**
6:3	95.3	+9	86.4	-17.3**
6:4	94.6	+2.6	82.9	-17.9**
6:5	81.1	-20.4**	26.6	+4.7
6:7	98.2	-.7	66.3	+6.1
6:8	94.7	-.5	75.7	-8.4*
6:9	97.0	+1.2	72.5	+3.1
6:10	91.7	-1.3	71.2	-14.5**
6:11	92.6	-3.2	68.7	-10.2*
6:12	97.0	-3.9	73.2	-11.4**
6:13	88.5	+5.8	47.6	-2.0
6:14	92.7	+3.4	66.0	+1.7
6:15	84.4	+6.8	56.3	+5.5
6:16	91.1	-2.1	65.8	-5.9
6:17	77.6	+2.1	65.8	-5.9
6:18	84.4	+4.7	56.6	-.4
6:19	94.7	-.6	70.5	-11.5**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* p < .05

** p < .01

Tasks:

1. determining appropriate resources for providing family services
2. conferring with liaison personnel at other community service agencies
3. exchanging information with other service providers involved with the client
4. explaining the purpose of specific programs, facilities or institutions
5. arranging genetic counseling for a client as recommended by a medical professional
6. referring client to a school or college setting for necessary coursework
7. referring clients to community volunteer groups that provide needed resources
8. contacting a resource to whom a client is being referred to determine mutual responsibilities
9. referring client to work adjustment center or rehabilitation facility
10. referring to, and assisting client to deal with, those agencies or individuals that provide financial assistance
11. providing information regarding availability of medical, dental or other services
12. contacting liaison person to arrange for the acceptance of a client by the resource center
13. arranging a learning or reality-testing experience for a client in the community
14. determining whether rehabilitation centers or facilities, sheltered workshops, and other educational or training sites within an area provide viable occupational training
15. consulting with representatives of community agencies in order to provide expertise in relation to the vocational problems of the disabled
16. seeking to improve those conditions that impede the successful rehabilitation of clients with a specific disability
17. working with community members in developing and implementing programs to improve social, vocational, educational and employment opportunities for the disabled
18. maintaining regular contacts and attending scheduled meetings to promote cooperative efforts with representatives of other programs, halfway houses and community agencies that provide services to clients with a specific disability
19. providing information regarding agency programs to current and potential referral sources

Table 23.7.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 7 (Recording and Reporting for Individual Clients) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
7:1	95.6	+ .8	80.9	-5.8
7:2	86.2	+7.6*	70.0	-.9
7:3	94.4	-6.1	66.5	-17.7**
7:4	87.7	+7.3*	70.5	-.9
7:5	91.6	+1.8	75.4	-10.4**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. developing a rehabilitation plan with a client
2. preparing a summary report, detailing and synthesizing individual's vocational aptitudes/interests, work evaluation report, intelligence, academic achievement, etc.
3. informing a client of reasons for denial of services
4. writing a summary report on a rehabilitation plan
5. maintaining a summary of information obtained during visits with a client or a client's family for the case record

Table 23.8.--Differences between employer ratings of graduates' performance and ratings of graduates' preparation by faculty, tasks in Area 7 (Professional Participation and Development) of 1978-1980 CORE evaluations

Area: Task	"Strong" ratings as a percent of total item ratings: "weak" and "strong" ratings		"Strong" ratings of a percent of total survey responses: item non-responses, ratings, and "don't know" responses	
	Employers	Difference from employers	Employers	Difference from employers
8:1	81.8	+1	59.1	-2.9
8:2	81.6	+8.0*	60.5	+3.1
8:3	32.5	-2.9	13.2	+3.9
8:4	74.6	-7.9	45.2	-6.5
8:5	93.3	-1.0	78.9	-18.1**
8:6	90.2	+4.0	77.9	-18.5**
8:7	89.3	.0	66.3	-16.5**
8:8	90.0	+3.7	69.5	-8.2*
8:9	89.1	-3.6	64.9	-16.0**
8:10	60.4	-1.8	37.5	-2.9
8:11	90.6	+2.3	76.7	-10.8**
8:12	87.3	+2.1	66.5	-15.8**

- smaller proportion of "strong" ratings than by employers

+ larger proportion of "strong" ratings than by employers

* $p < .05$

** $p < .01$

Tasks:

1. participating in appropriate professional organizations
2. involvement in current issues affecting the profession and/or client populations
3. assisting in the preparation of legislative proposals to be considered on the state, or possibly federal, level
4. self-initiating or participating in agency-initiated research or evaluation projects
5. participating actively in regularly scheduled meetings in program area
6. learning application of agency policies and procedures by reading manuals, case records and other materials
7. reviewing agency's rules to determine requirements for employment and promotion
8. determining methods to assess problems involved in delivering services to rehabilitation clients
9. consulting with staff development specialists to establish and coordinate training efforts
10. disseminating information about the program through community participation, speeches, correspondence, and the use of newspapers, articles, radio and TV programs
11. participating actively in training conferences and in-service training sessions
12. sharing information gained at training sessions with colleagues who did not attend

differences among the 24 comparisons in Area 5 (Job Development and Placement) the faculty proportion of "strong" ratings is larger than the employer proportion. On the other hand, in the 10 significant differences among the 38 comparisons in Area 6 (Community Resources Utilization) the proportion of "strong" ratings by the faculty group is smaller than the employer proportion.

Acceptance of Hypothesis Four

There are numerous and varied differences between the ratings of graduates' performance of 110 rehabilitation counseling tasks by their employers and the ratings of graduates' preparation by the graduate, student, clinical supervisor, and faculty groups who responded to the CORE questionnaires in 1978-1980.

There are significant differences between ratings in 50 percent or 443 of the 880 comparisons testing the hypothesis components. Differences have also been identified between the number of significant differences by respondent group, and between the magnitude and direction of the significant differences. For example, there is at least one significant difference among the eight comparisons for 109 of the 110 tasks and seven significant differences for six of the tasks. In addition, the percentage of significant differences among the 220 comparisons for each group ranges from 33 percent or 72 of the faculty-employer comparisons to 62 percent or 137 of the clinical supervisor-employer comparisons, the mean of the significant differences by group ranges from the 9.99 of the student group to the

11.94 of the faculty group, and 40 percent or 87 of the 443 significant differences represent a proportion of "strong" ratings of graduates' task performance by employers that is smaller than the proportion of "strong" ratings by the other four respondent groups.

Summary of the 1978-1980 CORE Data Analysis

This second part has presented and described the analysis of 1978-1980 CORE data on evaluation of RCE graduates' performance and preparation in eight functional areas and for the 110 rehabilitation counseling tasks in those areas. The third hypothesis of the study concerning area ratings was accepted after findings of significant differences between ratings of area items by employers and ratings by each of four other groups, and the magnitude and direction of the significant differences by areas and by respondent groups. Among the 64 comparisons testing components of the hypothesis there were only 20 failures to find a significant difference between the proportion of "more than adequate" ratings of graduates' preparation by graduates, students, clinical supervisors, and faculty. In each of the 44 significant differences the proportion of "more than adequate" ratings by the employers was greater than the corresponding proportion of ratings by the members of the other four groups. The number of significant differences between area ratings ranged from three each in Area 4 (Personal and Social Counseling), Area 5 (Job Development and Placement), and Area 7 (Recording and Reporting) to eight significant differences in all the comparisons of ratings in Area 2

(Rehabilitation Planning and Case Management). The number of significant differences among the 16 comparisons with each group ranged from five with faculty to 16 with clinical supervisors. The mean of the significant differences by area ranged from 9.53 in Area 4 (Personal and Social Counseling) to 16.4 in Area 5 (Job Development and Placement) and the mean of the significant differences by group ranged from 10.78 for the graduate respondents to 15.16 for the clinical supervisors.

The fourth hypothesis of the study was accepted on the basis of the numerous and varied differences between the 1978-1980 ratings of graduates' performance of 110 tasks by employers and the ratings of graduates' preparation by graduates, students, clinical supervisors, and faculty. There were 443 significant differences among the 880 comparisons of the proportion of "strong" ratings by employers and the proportion of "strong" ratings by each of four other respondent groups. There were also differences between the number of significant differences by task, area, and respondent groups; and differences between the magnitude and direction of significant differences with graduates, students, clinical supervisors, and faculty. Among the eight comparisons for each of the performance tasks there was at least one significant difference for 109 of the 110 tasks and there were seven significant differences for six of the tasks. The percentage of significant differences among the 220 comparisons for each group ranged from 33 percent or 72 of the faculty-employer comparisons to 62 percent or 137 of the clinical supervisor-employer comparisons, and 40

percent or 87 of the 443 significant differences represented a proportion of "strong" ratings of graduates' task performance by employers that was smaller than the proportions of "strong" ratings by the other respondents. In addition, for the 220 comparisons with each group, the mean of the significant differences ranged from 9.99 for the 110 differences with students to 11.94 for the 72 differences with faculty.

The next part of the chapter will present and describe a comparison of the evaluation data analyses for 1982-1983 and 1978-1980.

Part Three: Comparison of 1982-1983 and 1978-1980 CORE Evaluation Data Analyses

Selected information on the differences between the evaluations of RCE graduates' performance by employers and the evaluations of graduates' preparation by each of the four other groups in the two evaluation periods are compared. This section will present and describe the comparisons to determine whether there are similarities among and/or differences between the 1982-1983 findings in Part One and the 1978-1980 findings in Part Two.

Comparison of Differences Between 1982-1983 and 1978-1980 Area Ratings

Rank order comparisons are made of selected differences between ratings of graduates' performance in eight functional areas by their employers and ratings of graduates' preparation by the graduates,

students, clinical supervisors, and faculty who responded to the CORE accreditation evaluation surveys.

Comparison by area of differences
between the number and magnitude of
significant differences in two periods

Differences between the number and magnitude of significant differences between ratings by functional area are presented in Table 24. The range in number of significant differences in 1982-1983 is two to seven, and in the earlier evaluation period three to eight. In both periods, the number of significant differences between ratings of graduates' preparation and performance in Area 2 (Rehabilitation Planning and Case Management) is ranked highest. The mean of the significant differences by area ranges from 12.23 to 19.37 in 1982-1983 and from 9.53 to 16.40 in 1978-1980. In both evaluation periods the lowest mean is for the significant differences in Area 4 (Personal and Social Counseling for Individual Clients). In addition, in the earlier evaluation period the ranks of the significant differences and means in Area 6 (Community Resources Utilization) are fifth highest and the ranks of the significant differences and means in Area 7 (Recording and Reporting) are seventh highest. On the other hand, in 1978-1980 the rank of the significant differences in Area 5 (Job Development and Placement) is seven but the rank of the mean is one.

Table 24.---Comparisons by area of the number and magnitude of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, 1982-1983 and 1978-1980 CORE evaluations

Area	1982-1983			1978-1980		
	Number of significant differences	Rank	Mean of significant differences	Number of significant differences	Rank	Mean of significant differences
1. Interpretation of Evaluations	5	4.5	13.42	7	3.0	13.46
2. Planning and Case Management	7	1.0	15.31	8	1.0	13.20
3. Career and Vocational Counseling	2	8.0	13.50	7	3.0	11.34
4. Personal and Social Counseling	6	2.5	12.23	3	7.0	9.53
5. Job Development and Placement	3	7.0	16.87	3	7.0	16.40
6. Community Resources Utilization	4	6.0	14.73	6	5.0	12.05
7. Recording and Reporting	5	4.5	14.58	3	7.0	10.97
8. Professional Participation and Development	6	2.5	19.37	7	3.0	12.11

Note: All significant differences in area evaluation represents smaller proportions of "more than adequate" ratings by graduates, students, clinical supervisors, and faculty than by employers.

Differences between the number and magnitude of significant differences between ratings by each of the respondent groups are presented in Table 25. With a range in number of significant differences of two to 13 in 1982-1983 and a range in mean of significant differences from 14.25 to 16.06 in that period, the graduate group ranks highest in both number and magnitude. Similarly, with a range in number of significant differences in 1978-1980 from five to 16 and in mean from 10.78 to 15.16, the graduate group data again rank highest. The smallest number of significant differences in both periods are between the ratings by faculty and those by employers. In addition, the 11 significant differences by the students in each period rank third highest in both 1982-1983 and 1978-1980.

Comparison of differences in
area evaluation rates of the
respondent groups in two periods

The percentages of the total employer, graduate, student, clinical supervisor, and faculty respondents who provided "more than adequate" ratings are displayed in Table 26. There is a spread of 13.0 between the lowest and highest evaluation rates of the respondent groups in 1982-1983 and a spread of 10.5 in the earlier period. The graduate area evaluation rate is highest in both periods: 92.8 in 1982-1983 and 93.4 in 1978-1980.

Table 25.---Comparisons by group of the number and magnitude of significant differences between employer ratings of graduates' performance in areas and ratings of graduates' preparation by each of four other groups, 1982-1983 and 1978-1980 CORE evaluations

Respondent group	1982-1983			1978-1980		
	Number of significant differences	Rank	Mean of significant differences	Number of significant differences	Rank	Mean of significant differences
Graduates	13	1	16.06	12	2	10.78
Students	11	3	14.25	11	3	10.96
Clinical Supervisors	12	2	14.67	16	1	15.16
Faculty	2	4	15.85	5	4	10.90

Note: All significant differences in area evaluations represent smaller proportions of "more than adequate" ratings by graduates, students, clinical supervisors, and faculty than by employers.

Table 26.--Comparisons of employer, graduate, student, clinical supervisor, and faculty area evaluation rates, 1982-1983 and 1978-1980 CORE evaluations

Respondent group	1982-1983		1978-1980	
	Evaluation rate	Rank	Evaluation rate	Rank
Employers	88.8	3	88.3	2
Graduate	92.8	1	93.4	1
Students	90.3	2	82.9	5
Clinical Supervisors	85.0	4	84.0	4
Faculty	79.8	5	84.2	3

Notable similarities among
and differences between area
ratings data in two periods

There are both similarities among and differences between the findings concerning comparisons of area ratings by employers and by each of the four other groups in the 1982-1983 and 1978-1980 CORE evaluation periods.

Similarities in the findings are of particular interest. For example, in each of the 38 significant differences in 1982-1983 and the 44 significant differences in 1978-1980 the proportion of "more than adequate" ratings of area items by employers is larger than the proportion of "more than adequate" ratings by each of the other respondent groups. The number of significant differences among the eight comparisons in each area is highest in the planning and case management area: seven in 1982-1983 and eight in 1978-1980. The lowest ranked mean is in the personal and social counseling area: 12.23 in 1982-1983 and 9.53 in 1978-1980. The fewest significant differences are with the faculty group: two in 1982-1983 and five in 1978-1980. The graduate evaluation rate is highest: 92.8 in 1982-1983 and 93.4 in 1978-1980.

On the other hand, while the 13 significant differences with the graduate group and the 16.06 mean of those differences are highest in the 1982-1983 evaluation period, the 16 significant differences with the clinical supervisor group and the 15.16 mean of those differences are highest in the earlier evaluation period.

Comparison of Differences between 1982-1983
and 1978-1980 Task Ratings

Comparisons are made of selected differences between the ratings of graduates' performance of 110 rehabilitation counseling tasks by their employers and the corresponding ratings of graduates' preparation by each of the four other groups of CORE survey respondents.

Comparison by task of differences
between the number and magnitude
of significant differences in
two periods

Differences between the number and magnitude of significant differences between task ratings are presented in Tables 27.1 to 27.8. The mean of the significant differences for the comparisons of task ratings in 1982-1983 ranges from a low of 7.73 for the three significant differences for Task 8 (contacting a resource to whom a client is being referred to determine mutual responsibilities) in the community resources utilization area to a high of 29.65 for the two significant differences for Task 5 (arranging genetic counseling for a client as recommended by a medical professional) in the same area. There are 12 means of 20 and above in the 1982-1983 task comparisons. The mean of the significant differences in 1978-1980 ranges from a low of 4.35 for the two significant differences on the fifth personal and social counseling area task (providing adjustment counseling and

Table 27.1--Comparisons by task of the numbers and magnitudes of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 1 (Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients) of 1982-1983 and 1978-1980 CORE evaluations

Area: Task	1982-1983		1978-1980	
	Number of significant differences	Mean of significant differences	Number of significant differences	Mean of significant differences
1:1	2	8.75	6	8.98
1:2			4	10.85
1:3	1	8.10	2	7.50
1:4	2	11.55	7	8.46
1:5	2	16.95	2	11.10
1:6			1	5.80
1:7			3	7.17
1:8	2	18.00	5	9.28
1:9	2	21.60	5	10.56
1:10	4	20.75	5	11.56
1:11	3	15.17	4	10.93
1:12	2	14.05	7	15.13

Tasks:

1. determining a client's readiness for a particular type of counseling approach, rehabilitation service or employment
2. evaluating client's stated need to determine if the service which the client is requesting is appropriate
3. evaluating information about a client's problems to determine a counseling approach that might help a client adapt to a setting or situation
4. consulting with psychologist or psychiatrist to clarify a report on a client in relation to rehabilitation planning
5. providing integrated medical information to the client
6. seeking information to assess the psychological implications of the individual's words or actions as related to his/her disability
7. assessing a client's past adjustment to the work world
8. interpreting the results of individual intelligence tests
9. interpreting the results of personality inventories
10. interpreting the results of group intelligence, aptitude and achievement tests
11. interpreting the results of vocational interest inventories
12. preparing abstracts of relevant materials to assist in making decisions

Table 27.2--Comparisons by task of the numbers and magnitudes of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 2 (Rehabilitation Planning and Case Management for Individual Clients) of 1982-1983 and 1978-1980 CORE evaluations

Area: Task	1982-1983		1978-1980	
	Number of significant differences	Mean of significant differences	Number of significant differences	Mean of significant differences
2:1	2	13.45	5	11.70
2:2			4	11.00
2:3	1	8.50	7	9.11
2:4	3	23.07	5	14.30
2:5	1	10.70	5	12.62
2:6			5	9.16
2:7	1	11.00	5	10.02
2:8			3	6.10
2:9	2	19.40	6	12.53
2:10	2	16.40	6	11.77
2:11	1	9.80	4	8.18
2:12	6	17.93	7	12.01
2:13	1	9.30	1	6.80
2:14			3	9.80
2:15	3	15.13	5	11.34
2:16	2	9.15	5	9.13
2:17	4	13.63	6	14.27
2:18	6	14.55	4	13.43
2:19	1	12.30	6	10.00

Tasks:

1. determining the appropriateness of service requested by or for a client
2. deciding the adequacy of information for making client related decisions
3. determining appropriate resources available to implement the rehabilitation plan
4. selecting clients to participate in a group counseling situation
5. deciding the amount of time necessary for counseling sessions or client's decision-making process
6. determining if a client's situation warrants referral to special resources
7. consulting with experts in a particular field, prior to developing a training or educational program, to determine potential for final placement of the client in that field
8. participating in a joint discussion with client in order to help arrive at a mutually acceptable rehabilitation plan
9. negotiating an agreement on alternative services to be provided when a client has been refused a requested service
10. negotiating an agreement on time and reason(s) for terminating rehabilitation services.
11. obtaining understanding about a client's preferred service(s) and on the respective responsibilities involved in obtaining service(s)
12. reaching an understanding about the agency's financial responsibilities for the client's rehabilitation
13. securing information about the existence, onset, severity and expected duration of a client's disability(ies)
14. developing intermediate rehabilitation objectives for a client during a convalescent period
15. reviewing case notes and supportive documentation from transferred case in order to carry out further rehabilitation activities
16. evaluating information about client's training programs
17. interpretation of program rules and procedures to a client or significant others
18. reviewing active case files periodically to monitor quality of case recording
19. evaluating a rehabilitation plan with supervisor to test the feasibility and probable consequences of pursuing the plan

Table 27.3--Comparisons by task of the numbers and magnitudes of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 3 (Career and Vocational Counseling for Individual Clients) of 1982-1983 and 1978-1980 CORE evaluations

Area: Task	1982-1983		1978-1980	
	Number of significant differences	Mean of significant differences	Number of significant differences	Mean of significant differences
3:1	1	15.80	4	11.63
3:2			5	6.86
3:3	2	11.50	6	9.48
3:4	1	19.40	3	11.27
3:5			3	7.60
3:6	2	10.60	3	6.43
3:7	1	8.80	2	6.40
3:8	2	16.25	4	10.80
3:9			1	9.80
3:10	2	14.20	6	12.02

Tasks:

1. selecting appropriate vocational evaluation procedures for a particular client
2. determining level and type of training or educational program with a client
3. evaluating client participation in or benefits being received from education, training or other program service in order to initiate or recommend necessary program modifications
4. helping an employed client identify job adjustment problems and develop a course of action to solve them
5. promoting a client's understanding of his/her vocational strengths and weaknesses; integrating the interpretation of vocational, psychological, and social evaluative reports as necessary
6. securing information to determine a client's vocational skills, aptitudes and interests
7. assisting a client regarding vocational plans when they appear unrealistic
8. assessing the impact of cultural-ethnic and socioeconomic factors on client's vocational goals
9. assessing the consistency of a client's vocational choice with evaluative information
10. advising a client regarding the need for ambulatory/mobility techniques or environmental adaptations required to cope with the job

Table 27.4--Comparisons by task of the numbers and magnitudes of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 4 (Personal and Social Counseling for Individual Clients) of 1982-1983 and 1978-1980 CORE evaluations

Area: Task	1982-1983		1978-1980	
	Number of significant differences	Mean of significant differences	Number of significant differences	Mean of significant differences
4:1	2	27.90	6	9.62
4:2			1	7.90
4:3				
4:4	2	25.35	4	10.53
4:5	3	19.20	4	12.43
4:6			2	4.35
4:7			2	7.20
4:8			1	8.90
4:9	2	11.15	4	5.68
4:10	2	15.80	4	10.05
4:11	1	13.00	2	11.95
4:12			2	5.75
4:13	1	9.40	4	6.65
4:14	1	10.90	3	6.53
4:15			2	6.35
4:16	3	19.60	4	14.63
4:17	4	18.33	4	14.13
4:18	2	11.80	4	6.88
4:19			1	5.00
4:20			2	6.50
4:21	2	11.75	5	7.80

Tasks:

1. planning group counseling sessions and formulating overall objectives for the group
2. identifying setting or conditions most appropriate for interviewing or counseling
3. identifying significant person(s) in the client's life who may be helpful in resolving problems
4. leading a weekly group counseling session focussed on adjustment and/or vocational problems
5. providing adjustment counseling and facilitating necessary life changes in dealing with a degenerative disability
6. maintaining a counseling relationship
7. assisting clients to a deeper understanding of themselves and their relationship with others
8. developing a facilitative counseling relationship
9. engaging in a mutual determination on the nature and goals of counseling
10. assisting a client with crisis resolution
11. assisting in facilitating a needed change in a client-family relationship
12. encouraging a client with a specific problem to take problem-solving action
13. encouraging a client to discuss perceptions of services being provided
14. assisting the client to develop the ability to cope
15. facilitating client's decision process
16. giving clients additional information about their disabilities in a scheduled group information session(s)
17. describing, with informed consent, the effect of a client's disability and present needs and progress to parents or guardian(s)
18. facilitating a client's cooperation in diagnostic procedures
19. seeking information to determine a client's conflicts, tensions and anxieties
20. assisting the individual to identify and verbalize need for services
21. discussing placement plans with client and staff members of community facility to alleviate client's fears regarding placement at the facility

Table 27.5--Comparisons by task of the numbers and magnitudes of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 5 (Job Development and Placement for Individual Clients) of 1982-1983 and 1978-1980 CORE evaluations

Area: Task	1982-1983		1978-1980	
	Number of significant differences	Mean of significant differences	Number of significant differences	Mean of significant differences
5:1	2	15.50	3	8.63
5:2	1	17.90	5	14.14
5:3	2	19.05	7	10.41
5:4	5	16.32	6	16.77
5:5	1	21.80	6	10.33
5:6	2	15.45	6	12.53
5:7	1	9.10	2	8.55
5:8	3	15.03	4	8.45
5:9	3	15.53	5	10.10
5:10	4	20.00	4	10.98
5:11	3	19.70	5	12.44
5:12	1	13.70	4	12.88

Tasks:

1. procure information from the community on the existence of businesses and industries
2. determine the occupational classifications within businesses and industries in the community
3. identify and contact employers to actively develop and/or identify job opportunities for rehabilitation clients
4. evaluate job activities through the use of task analysis inventories and job analysis schedules to determine aid in job modification and restructuring
5. provide education and/or training of prospective employers about various disabilities and any vocational implications, the use of assistive devices, job accommodation and facility services
6. assist employers to identify, modify and/or eliminate architectural, procedural and/or attitudinal barriers to the employment and advancement of disabled individuals
7. review vocational, physical and social related data to determine client job readiness for competitive employment
8. teach appropriate job seeking and retention skills, as needed, for competitive employment
9. conduct individual and group counseling to facilitate work adjustment
10. establish follow-up and/or follow-along procedures for disabled clients who are in competitive or other employment settings
11. reading materials pertinent to the evaluation of labor market trends
12. providing an inquirer with detailed information about vocational rehabilitation and the service programs it encompasses

Table 27.6--Comparisons by task of the numbers and magnitudes of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 6 (Community Resources Utilization) of 1982-1983 and 1978-1980 CORE evaluations

Area: Task	1982-1983		1978-1980	
	Number of significant differences	Mean of significant differences	Number of significant differences	Mean of significant differences
6:1	2	18.50	6	11.30
6:2	6	9.75		
6:3	4	12.28	4	13.95
6:4	6	13.43	5	12.30
6:5	2	29.65	4	26.78
6:6	1	10.50	4	6.55
6:7			2	8.10
6:8	3	7.73	5	8.30
6:9			3	6.37
6:10	1	15.20	6	10.75
6:11			5	8.24
6:12	1	10.20	6	10.67
6:13	2	24.05	5	12.82
6:14			3	7.57
6:15	2	12.05	2	8.20
6:16			2	10.85
6:17	2	21.50	3	10.67
6:18	2	15.20	2	8.95
6:19	2	13.40	6	9.83

Tasks:

1. determining appropriate resources for providing family services
2. conferring with liaison personnel at other community service agencies
3. exchanging information with other service providers involved with the client
4. explaining the purpose of specific programs, facilities or institutions
5. arranging genetic counseling for a client as recommended by a medical professional
6. referring client to a school or college setting for necessary coursework
7. referring clients to community volunteer groups that provide needed resources
8. contacting a resource to whom a client is being referred to determine mutual responsibilities
9. referring client to work adjustment center or rehabilitation facility
10. referring to, and assisting client to deal with, those agencies or individuals that provide financial assistance
11. providing information regarding availability of medical, dental or other services
12. contacting liaison person to arrange for the acceptance of a client by the resource center
13. arranging a learning or reality-testing experience for a client in the community
14. determining whether rehabilitation centers or facilities, sheltered workshops, and other educational or training sites within an area provide viable occupational training
15. consulting with representatives of community agencies in order to provide expertise in relation to the vocational problems of the disabled
16. seeking to improve those conditions that impede the successful rehabilitation of clients with a specific disability
17. working with community members in developing and implementing programs to improve social, vocational, educational and employment opportunities for the disabled
18. maintaining regular contacts and attending scheduled meetings to promote cooperative efforts with representatives of other programs, halfway houses and community agencies that provide services to clients with a specific disability
19. providing information regarding agency programs to current and potential referral sources

Table 27.7--Comparisons by task of the numbers and magnitudes of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 7 (Recording and Reporting for Individual Clients) of 1982-1983 and 1978-1980 CORE evaluations

Area: Task	1982-1983		1978-1980	
	Number of significant differences	Mean of significant differences	Number of significant differences	Mean of significant differences
7:1			4	6.13
7:2			2	8.60
7:3	6	16.13	5	13.88
7:4	2	9.00	3	7.80
7:5	1	18.60	3	8.63

Tasks:

1. developing a rehabilitation plan with a client
2. preparing a summary report, detailing and synthesizing individual's vocational aptitudes/interests, work evaluation report, intelligence, academic achievement, etc.
3. informing a client of reasons for denial of services
4. writing a summary report on a rehabilitation plan
5. maintaining a summary of information obtained during visits with a client or a client's family for the case record

Table 27.8--Comparisons by task of the numbers and magnitudes of significant differences between employer ratings of graduates' performance and ratings of graduates' preparation by each of four other groups, Area 8 (Professional Participation and Development) of 1982-1983 and 1978-1980 CORE evaluations

Area: Task	1982-1983		1978-1980	
	Number of significant differences	Mean of significant differences	Number of significant differences	Mean of significant differences
8:1	1	17.70	2	7.90
8:2			3	7.00
8:3	2	24.05	3	9.03
8:4	2	21.60	4	12.98
8:5	5	19.76	7	17.39
8:6	3	15.43	3	15.60
8:7	5	18.22	6	13.03
8:8	4	12.05	4	8.38
8:9	6	15.63	6	13.70
8:10	4	17.93	2	10.75
8:11	6	19.82	5	10.80
8:12	5	17.92	4	12.73

Tasks:

1. participating in appropriate professional organizations
2. involvement in current issues affecting the profession and/or client populations
3. assisting in the preparation of legislative proposals to be considered on the state, or possibly federal, level
4. self-initiating or participating in agency-initiated research or evaluation projects
5. participating actively in regularly scheduled meetings in program area
6. learning application of agency policies and procedures by reading manuals, case records and other materials
7. reviewing agency's rules to determine requirements for employment and promotion
8. determining methods to assess problems involved in delivering services to rehabilitation clients
9. consulting with staff development specialists to establish and coordinate training efforts
10. disseminating information about the program through community participation, speeches, correspondence, and the use of newspapers, articles, radio and TV programs
11. participating actively in training conferences and in-service training sessions
12. sharing information gained at training sessions with colleagues who did not attend

facilitating necessary life changes in dealing with a degenerative disability) to a high of 26.78 for the four significant differences for Task 5 in Area 6, the same task item with the highest mean in the later evaluation period. The next highest mean of significant differences in 1978-1980 is 17.39 for the seven significant differences for Task 5 (participating actively in regularly scheduled meetings in program area) in the professional participation and development area.

In both evaluation periods, each comparison of ratings of Task 3 (identifying significant person or persons in the client's life who may be helpful in resolving problems) in the personal and social counseling area fails to find a difference that is significant. There are 27 additional task items for which no significant difference is identified in 1982-1983. In 87 percent or 71 of the remaining 82 task items in 1982-1983 the mean is larger than the corresponding mean of the significant differences in the 1978-1980 CORE evaluation period.

Comparison by group of differences
between the number and magnitude of
significant differences in two periods

The number and mean of significant differences between task assessment comparisons are rank ordered for comparison of the CORE evaluation data in 1978-1980 and 1982-1983. The data for both evaluation periods are presented in three tables: Table 28.1 with information on all significant differences, Table 28.2 with

Table 28.1.--Comparisons by group of the number and magnitude of all significant differences between employer ratings of graduates' performance of tasks and ratings of graduates' preparation by each of four other groups, 1982-1983 and 1978-1980 CORE evaluations

Respondent group	1982-1983				1978-1980			
	Number of significant differences	Rank	Mean of significant differences	Rank	Number of significant differences	Rank	Mean of significant differences	Rank
Graduates	76	1.5	16.59	2	124	2	10.37	3
Students	76	1.5	15.10	4	110	3	9.99	4
Clinical Supervisors	27	3.0	16.48	3	137	1	10.84	2
Faculty	23	4.0	18.32	1	72	4	11.94	1

Table 28.2.--Comparisons by group of the number and magnitude of significant differences between task ratings in which the proportion of "strong" ratings by graduates, students, clinical supervisors, and faculty is smaller than the proportion of "strong" ratings by employers; 1982-1983 and 1978-1980 CORE evaluations

Respondent group	1982-1983				1978-1980			
	Number of significant differences	Rank	Mean of significant differences	Rank	Number of significant differences	Rank	Mean of significant differences	Rank
Graduates	69	1	16.70	2	87	2	10.72	3
Students	61	2	15.30	4	86	3	9.98	4
Clinical Supervisors	27	3	16.48	3	137	1	10.84	2
Faculty	15	4	18.20	1	45	4	12.88	1

Table 28.3.--Comparisons by group of the number and magnitude of significant differences between task ratings in which the proportion of "strong" ratings by graduates, students, clinical supervisors, and faculty is larger than the proportion of "strong" ratings by employers; 1982-1983 and 1978-1980 CORE evaluations

Respondent group	1982-1983				1978-1980			
	Number of significant differences	Rank	Mean of significant differences	Rank	Number of significant differences	Rank	Mean of significant differences	Rank
Graduates	7	3	15.43	2	36	1	9.66	3
Students	15	1	14.28	3	24	3	10.04	2
Clinical Supervisors	0	4			0	4		
Faculty	8	2	18.54	1	27	2	10.39	1

information on the significant differences in which the proportion of "strong" ratings by employers is larger than the proportion of "strong" ratings by each of the other four groups, and Table 28.3 with information on the significant differences in each evaluation period in which the proportion of "strong" ratings by employers is smaller than the proportion of "strong" ratings by graduates, students, clinical supervisors, or faculty. The data in Tables 28.1, 28.2, and 28.3 are combined for a description of the findings.

Graduates

In 1982-1983 the number of significant differences between task ratings by graduates and employers ranks within the top two among total significant differences (Table 28.1) and among those differences in which the proportion of "strong" ratings is larger (Table 28.2). The mean of the significant differences with graduates is second highest in all three groupings (Tables 28.1-28.3).

In 1978-1980 the number of significant differences with graduates ranks second among total significant differences (Table 28.1) and also among significant differences in which the proportion of "strong" assessments by employers is larger (Table 28.2). Although the mean of the significant differences among graduate-employer comparisons ranks third in each grouping (Tables 28.1-28.3) there are no significant differences with clinical supervisors in which the proportion of "strong" assessments by employers is smaller (Table 28.3).

Students

The number of the significant differences between task ratings by students and employers in 1982-1983 ranks within the top two among all groupings and the mean of the significant differences with students is lowest in each group (Tables 28.1-28.3).

Although in 1978-1980 the number of significant differences among the student-employer comparisons is third highest in each grouping (Tables 28.1-28.3), there are no significant differences with clinical supervisors in which the proportion of "strong" ratings by employers is smaller (Table 28.3). In addition, the mean of the student differences ranks lowest among the total differences and among the differences in which the proportion of "strong" ratings by employers is larger (Tables 28.1 and 28.2).

Clinical supervisors

With no 1982-1983 significant differences among the supervisor-employer comparisons in which the proportion of "strong" ratings by employers is smaller, the number of significant differences and the mean of the significant differences rank third among the total differences and among the differences in which the proportion of "strong" ratings by employers is larger (Tables 28.1 and 28.2).

In 1978-1980 the number of significant differences among the supervisor-employer comparisons ranks highest and the mean second among the total significant differences and among the differences in

which the proportion of "strong" assessments by employers is larger (Tables 28.1 and 28.2).

Faculty

For both evaluation periods the number of significant differences with faculty and the mean of those differences rank lowest among the total significant differences and among the differences in which the proportion of "strong" ratings by employers is larger (Tables 28.1 and 28.2).

Notable similarities among and differences between task ratings data in two periods

There are both similarities among and differences between the findings concerning task ratings by employers and by each of the four other groups in the 1978-1980 and 1982-1983 CORE evaluation periods. Similarities include finding no significant differences between the ratings of the third rehabilitation counseling task of "identification of significant person(s) in the clients's life who may be helpful in resolving problems" in Area 4 (Personal and Social Counseling) and finding no significant differences with clinical supervisors in which the proportion of "strong" ratings by the supervisors is larger than the proportion of "strong" ratings by employers.

The 443 significant differences among the 880 comparisons in 1978-1980 far exceed the 202 significant differences in the later

evaluation period. Eighty-two of the 110 tasks have significant differences in both periods and 87 percent of the significant differences by tasks in 1982-1983 are larger than the corresponding means in 1978-1980. In addition, the means of the total significant differences with each group are also greater in 1982-1983 than in 1978-1980: (a) the 16.59 mean of 76 differences with graduates in the later period as compared with the 10.37 mean of 124 differences in the earlier period, (b) the 15.10 mean of 76 differences with students in the later period as compared with the 9.99 mean of the 110 differences in the earlier period, (c) the 16.48 mean of 27 differences with clinical supervisors in the later period as compared with the 10.84 mean of 137 differences in the earlier period, and (d) the 18.32 mean of the 23 differences with faculty in 1982-1983 as compared with the 11.94 mean of the 72 differences in 1978-1980.

Summary of the Comparison of CORE

Evaluation Data Analyses for Two Periods

Part Three has presented a comparison of selected differences between area and task ratings in the 1978-1980 and 1982-1983 CORE accreditation evaluation periods. There were both similarities among and differences between the analyses of the area item ratings by employers and by each of the four other respondent groups in the two periods. In each of the 38 significant differences in 1982-1983 and the 44 significant differences in 1978-1980 the proportions of "more than adequate" ratings of graduates' performance in the eight

functional areas by employers is larger than the proportion of "more than adequate" ratings of graduates' preparation by graduates, students, clinical supervisors, and faculty. In both periods the number of significant differences among the eight comparisons in each area was highest in Area 2 (Planning and Case Management): seven in 1982-1983 and eight in 1978-1980. The lowest ranked means of significant differences by area were in Area 4 (Personal and Social Counseling): 12.23 in 1982-1983 and 9.53 in 1978-1980. The fewest significant differences among the 16 comparisons with each group were with the faculty: two in 1982-1983 and five in 1978-1980. The graduate evaluation rates were highest: 92.8 in 1982-1983 and 93.4 in 1978-1980. On the other hand, while the 13 significant differences with the graduate group and the 16.06 mean of those differences were highest in the 1982-1983 evaluation period, the 16 significant differences with the clinical supervisor group and the 15.16 mean of those differences were highest in the earlier evaluation period.

There were also similarities among and differences between the analyses of performance task ratings by employers and by each of the four other respondent groups in the two periods. Similarities included finding no significant differences between the ratings of the third task "identification of significant person(s) in the client's life who may be helpful in resolving problems" in Area 4 (Personal and Social Counseling) and finding no significant differences with clinical supervisors in which the proportion of "strong" ratings by the supervisors is larger than the proportion of "strong" ratings by

employers. In addition, the 443 significant differences Among the 880 comparisons in 1978-1980 far exceeded the 202 significant differences in the later evaluation period. Eighty-two of the 110 tasks have significant differences in both periods and 87 percent or 71 of the 82 means of significant differences by task in 1982-1983 are larger than the corresponding means in 1978-1980. In addition, the means of the total significant differences with each group were greater in 1982-1983 than the means of the total significant differences with each group in 1978-1980.

The chapter will conclude with a summary of the study results.

Summary of the Study Results

This study has examined CORE accreditation evaluation data on RCE program applicants. The findings were presented in three parts: analysis of the 1982-1983 data, analysis of the 1978-1980 data, and comparison of selected data analyses for both periods. Each of the three parts included findings on the number and magnitude of significant differences between evaluations of RCE graduates' performance by employers and evaluations of graduates' preparation by program graduates, currently enrolled students, agency clinical experience supervisors of student interns, and RCE faculty members. Analyses included comparisons of the ratings of eight functional area items to test hypotheses one and three and comparisons of the ratings of 110 performance task items to test hypotheses two and four.

The first hypothesis was accepted on the basis of the many and varied differences between the ratings of area items in 1982-1983. Among the 64 comparisons of ratings by employers and ratings by each of the four other groups there were 38 significant differences between the proportion of "more than adequate" ratings of graduates' performance by employers and the proportions of "more than adequate" ratings of graduates' preparation by graduates, students, clinical supervisors, and faculty. The mean of the significant differences by area ranged from 12.23 in Area 4 (Personal and Social Counseling) to 19.37 in Area 8 (Professional Participation and Development) and the mean of the significant differences by group ranged from 14.25 for the student group comparisons to 16.06 for the graduate group comparisons.

The third hypothesis of the study was concerned with the differences between the ratings of area items in 1978-1980 and this hypothesis was also accepted. Among the 64 comparisons of ratings by employers and ratings by each of the four other groups in this earlier evaluation period there were only 20 failures to find a significant difference between the proportion of "more than adequate" ratings of graduates' performance by employers and the proportions of "more than adequate" ratings of graduates' preparation by graduates, students, clinical supervisors, and faculty. The means of the significant differences by area ranged from 9.53 in Area 4 (Personal and Social Counseling) to 16.4 in Area 5 (Job Development and Placement) and the

mean of the significant differences by group ranged from 10.78 for the graduate respondents to 15.16 for the clinical supervisor group.

The second hypothesis of the study was accepted on the basis of the many and varied differences between the ratings of performance task items in 1982-1983. There were 202 significant differences among the 880 comparisons of the proportion of "strong" ratings by employers and the proportion of "strong" ratings by each of the four other groups. There was at least one significant difference among the eight comparisons for 70 percent or 82 of the 110 tasks and at least one significant difference for each of the 12 tasks in Area 5 (Job Development and Placement). In addition, for the 220 comparisons with each group the mean of the significant differences ranged from 15.10 for the 76 differences with students to 18.32 for the 23 differences with faculty.

The fourth hypothesis of the study was concerned with the differences between the ratings of task items in 1978-1980 and this hypothesis was also accepted. Among the 880 comparisons of ratings of graduates' performance by employers and ratings of graduates' preparation by graduates, students, clinical supervisors, and faculty there were 443 significant differences. Among the eight comparisons for each of the performance tasks there was at least one significant difference for 109 of the 110 tasks and there were seven significant differences for six of the tasks. In addition, for the 220 comparisons with each group the mean of the significant differences

ranged from 9.99 for the 110 differences with students to 11.94 for the 72 differences with faculty.

Part Three of the chapter examined selected differences between and similarities among the 1982-1983 and the 1978-1980 analyses of area and task ratings. There were 64 comparisons of area item ratings in each evaluation period and there were 38 significant differences in 1982-1983 and 44 significant differences in 1978-1980. In each of the 82 differences the proportion of "more than adequate" ratings of graduates' performance in the eight functional areas by employers is larger than the proportion of "more than adequate" ratings of graduates' preparation by graduates, students, clinical supervisors, and faculty. In both periods the number of significant differences among the eight comparisons in each area was highest in Area 2 (Planning and Case Management) and the lowest ranked mean of significant differences was in Area 4 (Personal and Social Counseling); the fewest significant differences among the 16 comparisons with each group were with the faculty; and the area evaluation rates of the graduates was highest. On the other hand, the number and magnitude of significant differences with the graduate group were highest in 1982-1983, but the number and magnitude of the differences with clinical supervisors were highest in the earlier period.

There were also similarities among and differences between the performance task findings in the two periods. Similarities included finding no significant differences between the ratings of the third

task of "identification of significant person(s) in the client's life who may be helpful in resolving problems" in Area 4 (Personal and Social Counseling) and finding no significant differences with clinical supervisors in which the proportion of "strong" ratings of graduates' preparation by the supervisors is larger than the proportion of "strong" ratings of graduates' performance by the employers. For the 82 tasks with significant differences in each period, 87 percent of the means of the significant differences are larger in 1982-1983 than in 1978-1980 and the means of the total significant differences by group were also greater in the later evaluation period.

Chapter V will interpret the findings and make recommendations.

C H A P T E R V

SUMMARY, INTERPRETATION, AND RECOMMENDATIONS

This chapter provides a summary of the study, specific results of the study are interpreted, implications of the results are presented, and recommendations are made for extension of the study.

Summary of the Study

The Council on Rehabilitation Education (CORE) collects ratings of Rehabilitation Counselor Education programs that apply for accreditation. Included among the data collected on individual applicants are ratings of RCE graduates' performance by their employers and ratings of graduates' preparation by recent program graduates, students in the program, agency clinical experience supervisors of student interns, and program faculty. The use of employer ratings of graduates' performance in the CORE accreditation decision-making process is unique. A review of the literature by this investigator, a faculty member of an RCE program, did not reveal any study comparing the ratings by employers with the ratings by each of the other four groups of CORE questionnaire respondents.

This study was designed to identify and analyze the differences between the ratings of RCE graduates' preparation and performance by the five groups of CORE accreditation evaluation survey respondents in two periods: 1982-1983, the most recent period for which aggregate CORE evaluations data are available; and 1978-1980, a period for which data are available on a relatively large number of applicant programs, but for which there is no breakdown into data on the 14 applicants in the 1978-1979 cycle and data on the 24 applicants in the 1979-1980 cycle. The 12 applicant programs included in the 1982-1983 data are 16.0 percent of the 75 RCE programs in 1983 and the 38 applicants in the 1978-1980 period are 54.3 percent of the 70 RCE programs in 1980.

The following hypotheses were tested:

1. For each of the eight functional areas into which the tasks of Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaires are grouped, the proportion of "more than adequate" ratings (combined "more than adequate" and "very adequate" ratings) by employers of how well graduates perform will differ from the proportion of "more than adequate" ratings (combined "more than adequate" and "very adequate" ratings) by

- (a) graduates of how well they were prepared to perform,
- (b) students of how well they are being prepared to perform, and
- (c) agency clinical experience supervisors and
- (d) faculty of how well the programs in the 1982-1983 Council on Rehabilitation Education accreditation evaluation prepare graduates to perform.

2. For each of the 110 performance tasks of the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaires, the proportion of "strong" ratings by employers of how well graduates perform will differ from the proportion of "strong" ratings by

- (a) graduates of how well they were prepared to perform,
- (b) students of how well they are being prepared to perform, and
- (c) agency clinical experience supervisors and
- (d) faculty of how well the programs in the 1982-1983 Council on Rehabilitation Education accreditation evaluation prepare graduates to perform.

3. For each of the eight functional areas into which the tasks of the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaires are grouped, the proportion of "more than adequate" ratings (combined "more than adequate" and "very adequate" ratings) by employers of how well graduates perform will differ from the proportion of "more than adequate" ratings (combined "more than adequate" and "very adequate" ratings) by

- (a) graduates of how well they were prepared to perform,
- (b) students of how well they are being prepared to perform, and
- (c) agency clinical experience supervisors and
- (d) faculty of how well the programs in the 1978-1979 and 1979-1980 Council on Rehabilitation Education accreditation evaluation prepare graduates to perform.

4. For each of the 110 performance tasks of the Rehabilitation Counselor Education Accreditation Evaluation Individual Questionnaires, the proportion of "strong" ratings by employers of how well graduates perform will differ from the proportion of "strong" ratings by

- (a) graduates of how well they were prepared to perform,
- (b) students of how well they are being prepared to perform, and
- (c) agency clinical experience supervisors and
- (d) faculty of how well the programs in the 1978-1979 and 1979-1980 Council on Rehabilitation Education accreditation evaluation prepare graduates to perform.

For each of the two evaluation periods, aggregate CORE data on all program applicants were examined by comparing the employer ratings of graduates' performance with the ratings of graduates' preparation by each of the other four groups of respondents. For each of the eight functional areas, comparisons were made of "more than adequate" ratings as (a) a percent of the group's combined "less than adequate," "adequate," and "more than adequate" ratings; and (b) and as a percent of the combined ratings, "don't know" responses, and area item nonresponses by the total group of survey respondents. For each of the 110 performance tasks, comparisons were made of "strong" ratings as a percent of the group's combined "weak" and "strong" ratings and as a percent of the combined ratings, "don't know's," and task item nonresponses by the group. In addition, the analyses of the data for each evaluation period were compared. The specific results of testing

the hypotheses and the findings of similarities and differences in the data for 1982-1983 and 1978-1980 will be interpreted.

Interpretation of Results

The interpretation opens with a general discussion of factors that may influence the ratings by the groups of survey respondents. Specific findings by group and by area and task are presented and interpreted. Conclusions are drawn concerning the implications for Rehabilitation Counselor Education and the Council on Rehabilitation Education accreditation evaluation process.

Factors that May Influence Ratings

Performance and preparation evaluation is a sensitive and complex process that can never be wholly objective. The information base of the study may have been influenced by the following general factors that were described by Anderson, Ball, and Murphy in 1973.

The test form

The CORE questionnaire may be measuring characteristics or response sets other than graduate preparation and performance that might be gathered by another survey instrument with different instructions and response alternatives. Major response sets that may apply to the CORE instruments include (a) the inclination to use the noncommittal middle categories of "adequate" for area items and nonresponses to indicate neither "weak" nor "strong" for task items,

(b) a preference for particular responses due to the individualized interpretation of the response options, and (c) the tendency to respond to the more general connotation of an item's desirability rather than to the specific item content.

The "halo" effect

A form of bias or generalized set of preconceptions about the graduate or the RCE program to be evaluated can work to produce either high or low ratings. For example, the performance of a graduate whose overall performance is above average in spite of specific weaknesses, may be rated "more than adequate" in all areas and tasks; and a nonspecific judgment of a program's inadequacy in preparing graduates may result in unusually high correlations among the ratings of the 118 items purporting to measure discrete aspects of graduate preparation. The confidentiality of the CORE accreditation process prevents identification of any such "halo" effects in the ratings by individual respondents.

Apathy and/or preference for responding rapidly

Individual rehabilitation counseling students, practitioners, and educators may be unable or unwilling to give the time needed for a careful consideration of each of the many CORE questionnaire items.

Variation in ratings

Some evaluators are strict in judging adequacy and others are generous. For example, the graduate employee who is average or below-average in performance may be rated higher than a more competent rehabilitation counselor whose supervisor is a less generous evaluator; and the RCE program that is above average in adequacy of graduate preparation may be rated "less than adequate" or "weak" by a strict respondent.

Interpretation of Findings by Respondent Group

The differences between the ratings of graduates' performance by employers and the ratings of graduates' preparation by graduates, students, clinical supervisors, and faculty are separately interpreted.

Interpretation of differences between ratings by graduates and ratings by employers

Although the clinical supervisors had a few more significant differences with employers than did the graduates in 1978-1980, no other group had a greater number of significant differences with employers on area and task ratings in 1982-1983 than the graduates. In each period, all of the significant differences between the graduate and employer ratings of area items were for comparisons in which the proportion of "more than adequate" ratings of graduates'

performance by employers was greater than the proportion of graduates who rated their own preparation "more than adequate." The majority of the significant differences between ratings of task items in each period were for comparisons in which the proportion of "strong" ratings by employers was greater than the proportion of "strong" ratings by the graduates.

Geist, Hershenson, and Hafer (1975) explained the differences between graduates' perceptions of the adequacies of their training and their competencies as a "looking-glass" phenomenon in which the ratings of each reflect the other. The entry level professionals may be pessimistic concerning their preparation for those tasks they have not yet been asked to perform and overly critical of the program's responsibility for their performance of tasks in which they have not yet developed confidence.

Employers may be providing information about aspects of program quality that differ somewhat from those rated by the program graduates and, if so, interpretation of the results is complicated by this possible source of error in the data base (Berven et al., 1977). The graduates provide information about the quality of their respective programs and the employers are rating graduates' performance and/or "competence." Comparisons are made of the less complex and more direct graduate ratings of program quality and the more complex employer ratings of graduate competence. Graduate competence is a quality affected by RCE program adequacy and a variety of other factors: the responsibilities, duties, and types of caseloads; and the

quality of supervision, the availability of in-service training, and the encouragement provided by the employer for professional growth and development (p. 180). In addition, the evaluation of professional competence by employers may reflect a counselor's conformity to rules and regulations rather than actual competence. Scorzelli (1979, p. 185) also points out that graduates' perceptions may reflect the rigors of practice and are not necessarily the results of the training they have received.

Differences between the ratings by employers and the ratings by graduates may reflect demographic characteristics. English, Oberle, and Bryne (1979) distinguished between counselors, supervisors, and administrators in their study of 1,639 rehabilitation professionals in 54 state-federal vocational rehabilitation agencies. The counselors were a unique group because they were typically young (mid-thirties) and their limited work experience in the rehabilitation field had been predominantly spent in their present jobs (p. 33/209). However, many graduates of rehabilitation counseling programs move into the supervisory and administrative categories soon after employment (Sullivan, 1982, p. 9) and many, if not most, graduates of rehabilitation counseling programs will eventually move up the career ladder (English et al., p. 123/299).

The recent graduates of RCE programs in this study provided proportionately more ratings of their preparation in functional areas and fewer "don't know" responses to area items than did other groups of respondents. In addition, the graduates were the only group in

each period with more nonresponses than "don't know's." The graduates may have been motivated to participate in the CORE accreditation process and provide ratings by their recent exposure to the professional participation component of RCE curricula. However, the graduates may have been reluctant to admit they did not know enough to judge area items and, therefore, chose not to respond to some of the items.

Interpretation of differences
between ratings by students
and ratings by employers

All of the significant differences between the student and employer ratings of area items were for comparisons in which the proportion of "more than adequate" ratings by the employers is greater than the corresponding proportion of ratings by the students. In addition, the majority of the significant differences between task item ratings in each period were for comparisons in which the proportion of "strong" ratings by employers was greater than the proportion of "strong" ratings by students.

The specific differences with students in 1978-1980 are consistent with the findings of Stano's (1982) study comparing the ratings by graduate students with those by each of the other four groups. However, discussion of "task acquisition" and of students ratings "themselves" (p. 45) suggests Stano perceives the instruments

as eliciting evaluations of the graduate students' performance rather than the adequacy of their preparation by the program.

The evaluations of graduates' preparation by students in both evaluation periods are generally lower than the ratings of graduates' performance by employers. The evaluation inexperience of students casts doubt on the worth of their assessments of education (Dressel, 1978, p. 247). Students may be unwilling to express their critical concerns directly to instructors, department chairpersons, and college administrators (Dressel, 1978, p. 348). However, students may find it easier to express criticism of their RCE programs with the anonymity of the CORE process.

In a study of 808 student respondents of 30 RCE programs under consideration by CORE in the fall of 1980 by Geist & Morris (1981), the 400 students with 30 semester hours or less of credit were defined as "inexperienced" and the 408 students with more than 30 semester hours of credit were defined as "experienced." That the inexperienced students consistently gave more "don't know" responses indicates a general lack of knowledge about the program (p. 8). When students do provide ratings, they tend to rate positively those things "of which they know little" (p. 8). In addition, the students may have a tendency to rate the program in which they are enrolled favorably since it is "difficult to criticize one's career choice" and students "may not yet be able to separate career skills from program quality" (p. 8). The recommendation to eliminate first year students from the student respondent group was implemented by CORE prior to collection

of the 1982-1983 data analyzed in this study. While the number of significant differences on area items remained constant in both periods, the number of significant differences with students on task items dropped from 110 in 1978-1980 to 76 in 1982-1983. In addition, the "don't know" responses dropped from 9.5 percent of the total survey responses and nonresponses in 1978-1980 (801 divided by 8,400) to 5.3 percent of the total in 1982-1983 (89 divided by 1,692).

Interpretation of differences
between ratings by clinical
supervisors and employers

Both the number of significant differences with clinical supervisors and the mean of those differences were ranked highest among the four groups compared with employers in the 1978-1980 evaluation period. Similarly, in all of the 164 significant differences between task ratings in both periods the proportion of "strong" ratings by the employers was greater than the corresponding proportion of ratings by the clinical supervisors.

A clinical supervisor's judgment of an RCE program's adequacy in preparation of graduates is based on the performance of a graduate student intern and an employer is rating the performance of a program graduate who has (a) spent more time in a preparation program, (b) fulfilled the program requirements for graduation, (c) been hired by the agency, and (d) spent at least some time in the entry level

position. Therefore, it is not surprising that the significantly different ratings of area items by employers are consistently higher than those by the clinical supervisors.

The number of significant differences between the ratings of task items by employers and the ratings by clinical supervisors dropped from 137 in 1978-1980 to 27 in 1982-1983. This noteworthy reduction can be explained by the change in definition of the student participants: The student respondents in 1978-1980 were currently enrolled in RCE programs and the students in 1982-1983 were not only currently enrolled but had completed half of the degree coursework. The agency supervisors in the 1982-1983 data had supervised interns who were closer to graduation than the 1978-1980 interns and it was expected that the clinical supervisors' ratings of their preparation would more closely approximate the employer evaluations of graduates' performance.

In Stano's 1982 study of differences between the ratings by graduate students and by each of the other four groups of CORE respondents in 1978-1980 the employers generally rated items higher than the students and the students rated items higher than did the clinical supervisors. In addition to the argument that employers hire "fully trained students," Stano proposed the following as an explanation of the disparity between the ratings by clinical supervisors and by employers: "Employers of graduates are the supervisors of clinical supervisors and may be one step further removed from the actualities of the curriculum" (p. 45). With no

further discussion by Stano the statement is difficult to interpret. However, in the opinion of this investigator the knowledge--or lack of knowledge--of present RCE curriculum would have little influence on the rating of a student's preparation for the performance of rehabilitation counseling tasks in functional areas. Rather, it would seem the item ratings reflect the agency clinical supervisor's familiarity with the areas and tasks of rehabilitation practice.

Interpretation of differences
between ratings by faculty
and ratings by employers

In all of the significant differences with faculty the proportion of "more than adequate" ratings of area items by the employers was greater than the proportion of "more than adequate" ratings by the faculty. In each of the evaluation periods, the mean of the significant differences between employer and faculty task ratings is highest among the four groups compared with employers. However, in both evaluation periods there are fewer significant differences between the ratings by employers and the ratings by faculty than between the employer ratings and those by graduates, students, and clinical supervisors.

There may be a tendency for instructors to overrate themselves (McNeil & Popham, 1977, p. 268) and it is likely that rehabilitation

counseling educators may similarly tend to overrate the programs with which they are associated.

One may become charitable toward professional weakness simply because of an increased awareness over time that people generally perform less efficiently than expected (Dressel, 1978, p. 349). It is possible that rehabilitation counseling employers and faculty may be more lenient in evaluation as a result of their experiences in a field with the goal of promoting human growth and development.

Those involved with a program may become partisans in political activities directed at influencing evaluation. Rehabilitation programs in the state-federal system are funded in part by federal funds, RCE programs have received federal monies, and both public and private agencies use RCE student interns. That educators and employers are likely partisans in the evaluation of RCE because of their symbiotic interests may result in inflated ratings of accreditation applicants.

On the other hand, the similarity in evaluations by the two groups may reflect a similarity in knowledge of professional standards and counselor training. Agency administrators or employers are typically long-term practitioners who are likely to have advanced degrees in rehabilitation and who may have moved-up from the counselor position after graduation from an RCE program (English et al., 1979). In addition, employers are usually eager to foster a close working relationship with education (Aukerman, 1978, p. 72). Some

rehabilitation, counseling employers serve as advisory committee members, class resources, and part-time RCE faculty.

Interpretations of Findings by Area and by Task

For only one task in 1978-1980 there were no significant differences among the eight comparisons of "strong" ratings. There were 27 additional task items with no significant differences in 1982-1983. In 87 percent or 71 of the remaining 82 tasks in 1982-1983, the mean of the differences that were significant for the individual task item was larger than the corresponding mean in the 1978-1980 data.

The interpretation of specific differences between the ratings of area and task items is highly speculative. For example, the highest number of significant differences between area ratings in each period were for the Area 2 (Planning and Case Management) item. This is an area specific to rehabilitation counseling and the discrepancies may reflect the impact of the change in client populations to include more severely disabled persons. In each period, the lowest mean of the differences that were significant for an area item was for Area 4 (Personal and Social Counseling). This is an interpersonal function that is more psychological in nature and has historically been included among the functions of other counseling disciplines.

The interpretation of significant differences among task ratings is similarly speculative. That there were no significant differences between the ratings of Task 3 (identifying significant

person or persons in the client's life who may be helpful in resolving problems) in Area 4 (Personal and Social Counseling) may be because this is an easier task to perform and/or the task description is similarly interpreted by all respondents. On the other hand, there were six significant differences among the eight comparisons with employer evaluations of Task 4 (consulting with psychologist or psychiatrist to clarify a report on a client in relation to rehabilitation planning) in Area 1 (Interpretation of Evaluations) in 1978-1980, but only two significant differences in 1982-1983. It may be that the discrepancies represent actual differences in aspects of program quality relating to this less operationalized task description. Although the discrepancies may be real, they may merely reflect the respondents' likes and dislikes of this particular rehabilitation counselor function. In addition, there may be negotiable functions in the role fulfilled by individual employees. If so, the greatest contribution to counselor competencies made by a preparation program may be the intangible enabling of students to adapt, adjust, and learn the skills of particular job placements during fieldwork experiences (Geist, et al., p. 313).

Implications of Results

Rehabilitation counseling is a relatively new counseling specialization and is "perhaps more flexible, innovative, and open to self-examination than the more established helping professions" (Anthony & Carkhuff, 1970). The Council on Rehabilitation Education

annually collects and analyzes data on RCE applicants and is to be credited for ongoing efforts to study and validate standards and procedures. The results of this secondary analysis of CORE data have implications for RCE standards, curricula, and evaluation. For example, (a) rehabilitation counseling professionals may use the identification of stability of ratings over time in decision-making concerned with revisions of preparation and practice standards; (b) the coordinator of an RCE program may use comparisons of CORE feedback with ratings in this study for setting in order of priority the program weaknesses to be addressed by curriculum revision (weaknesses in common with the applicants in this study and/or weaknesses as compared with the strengths of the applicants in this study); and (c) the Council on Rehabilitation Education may use the results of this study to revise the accreditation evaluation process.

The following suggestions concerning the CORE accreditation process are offered:

1. Revision of the CORE questionnaires to request that performance task items be rated using the same scale as used for the functional area items: "1-very inadequate," "2-less than adequate," "3-adequate," "4-more than adequate," and "5-very adequate"
2. Addition of the following two calculations to the CORE analyses for each task and area item: the proportion of ratings that are "more than adequate" (combined "more than adequate" and "very adequate" ratings), and the proportion of

survey respondents who provided "more than adequate" ratings (combined "more than adequate" and "very adequate" ratings) among their total ratings, "don't know" responses and nonresponses

3. Calculation by CORE of aggregate data analyses for all applicants in an accreditation period that include the two proportions of "more than adequate" ratings
4. Provision by CORE of the aggregate proportions of "more than adequate" ratings in an evaluation period to the coordinators of RCE program applicants included in the data, with notification that the complete data analyses are available upon request
5. Revision of the standard upon which an area or task item is based or exclusion of the item from the CORE questionnaires whenever ratings--rather than "don't know" responses and nonresponses--are received from fewer than 80 percent of the respondents in each group during an accreditation period with a minimum of 12 applicant programs and 800 respondents

Recommendations for Further Study

The results of this investigation are largely descriptive and raise as many questions as have been answered. The following are recommendations for extension of the inquiry:

1. Collection of demographic data by CORE to determine whether (a) employers, clinical supervisors, and graduates work in private-for-profit, private-not-for-profit, or public

rehabilitation agencies; and (b) students have done and/or are doing internships in private-for-profit, private-not-for-profit, or public rehabilitation agencies.

2. Analysis of CORE questionnaire data to determine similarities and differences in ratings and "nonratings" ("don't know's" and nonresponses) of area and task items by respondents from the private and public sectors of rehabilitation
3. Comparison of accreditation evaluation data on individual Rehabilitation Counselor Education programs with the aggregate CORE evaluation data for the period in which they were evaluated to identify similarities and differences in the results
4. Comparison of accreditation evaluation data on an individual RCE program with the data on other applicant programs in the same evaluation period, of the same appropriate size, in the same type of educational institution, and/or in the same Rehabilitation Services Administration region to identify similarities and differences in the results
5. Continuation of the effort to establish the reliability and validity of the CORE accreditation procedures. This investigator suggests a random sampling of respondents in a given evaluation period to confirm and/or explain their item ratings, "don't know's," and nonresponses.

Attention should be given to the determination of whether graduates, students, clinical supervisors, and faculty are rating preparation by the program or performance by students

and/or graduates. In addition, effort should be focused on establishing the validity of employer ratings. Information on an employer's involvement with and/or knowledge of a particular graduate and whether or not the graduate was hired by the employer can be analyzed. The processing of the CORE survey instruments by employers can be investigated by analyzing information on whether the employers complete the questionnaires themselves or delegate the task to others and whether or not the completed questionnaires are seen by or discussed with others before being sent to CORE.

6. Survey of RCE applicant programs to determine whether CORE feedback is used for program improvement and, if so, how the CORE feedback is used by the program coordinator and other RCE faculty. Particular attention should be given to the use of differences between ratings of graduates' performance or preparation by the five groups of respondents.
7. Comparison of aggregate CORE accreditation evaluation data on RCE programs, or evaluation data on an individual program, with evaluation data on programs from other human service disciplines that use a specialized accreditation process. Attention should be given to an assessment of the value and/or limitations of the unique components of the CORE accreditation process: no required site visitation and the use of employer ratings of graduates' performance.

It is anticipated that rehabilitation colleagues and/or evaluation researchers will (a) focus on the resolution of specific problems in the evaluation of Rehabilitation Counselor Education and other postsecondary preparation programs and (b) disseminate results of their studies of rehabilitation counseling standards, rehabilitation counseling education, the Council on Rehabilitation Education accreditation process, and other specialized accreditation evaluation procedures.

SELECTED BIBLIOGRAPHY

- Addison, F. (1977). Issues as seen by the rehabilitation practitioner. Journal of Applied Rehabilitation Counseling, 7 (4), 208-214.
- Ames, T.-R. H., & Boyle, P. S. (1980). The rehabilitation counselor's role in the sexual adjustment of the handicapped client. Journal of Applied Rehabilitation Counseling, 11 (4), 173-178.
- American Rehabilitation Counseling Association. (1968). Professional preparation of rehabilitation counselors: A statement of policy. Rehabilitation Counseling Bulletin, 12 (1), 29-35.
- American Rehabilitation Counseling Association. (1980). Rehabilitating the person with a psychiatric disability. Rehabilitation Counseling Bulletin, 24 (1), Special issue.
- Anderson, J. K., & Parente, F. R. (1982). Rehabilitation counselors forecast their future. Journal of Rehabilitation, 48 (1), 36-42.
- Anderson, R. P. (1958). The rehabilitation counselor as counselor. Journal of Rehabilitation, 24 (2), 4-5, 18.
- Anderson, S. B., Ball, S., Murphy, R. T., & Associates. (1973). Encyclopedia of educational evaluation. San Francisco: Jossey-Bass.
- Andrews, G. J. (1983). Adapting accreditation to new clienteles. In K. E. Young, C. M. Chambers, H. R. Kells, & Associates, Understanding accreditation: Contemporary perspectives on issues and practice in evaluating educational quality (pp. 289-314). San Francisco: Jossey-Bass.
- Andrews, H. B. (1981). Holistic approach to rehabilitation. Journal of Rehabilitation, 47 (2), 28-31.
- Anthony, W. A., & Carkhuff, R. R. (1970). Effects of training on rehabilitation counselor trainee functioning. Rehabilitation Counseling Bulletin, 13 (4), 333-342.
- Anthony, W. A., Dell Orto, A. E., Lasky, R. G., Power, P. W., Shrey, D. E., & Spaniol, L. J. (1977). The realities of competency-based rehabilitation counselor education: A response to Diamonti and Murphy. Rehabilitation Counseling Bulletin, 21 (1), 58-62.

- Anthony, W. A., Slowkowski, P., & Bendix, L. (1976). Developing the specific skills and knowledge of the rehabilitation counselor. Rehabilitation Counseling Bulletin, 19 (3), 456-462.
- Arneson, K. (1980). Rehabilitation legislation: The drama, the script, the players. American Rehabilitation, 5 (6), 14-17, 22.
- Ashton, P. C. (1979). Rehabilitation in a major corporate setting. Journal of Rehabilitation, 45 (3), 26-29.
- Atkin, J. M. (1978). Institutional self-evaluation versus national professional accreditation or back to the normal school? Educational Researcher, 7 (10), 3-7.
- Atkins, B. (1981). University-agency contracts: A reality in rehabilitation. Journal of Applied Rehabilitation Counseling, 12 (1), 19-22.
- Aukerman, R. (1978). The theory of accountability in education. In D. J. Tate & R. E. Hoskinson (Eds.), Evaluation and accountability in business education (pp.40-73). Reston, VA: National Business Education Association.
- Auvenshine, C. D. (1971). Support personnel and counseling in vocational rehabilitation. Rehabilitation Counseling Bulletin, 15 (2), 116-127.
- Ayer, M. J., Wright, G. N., & Butler, A. J. (1968). Counselor orientation: Relationship with responsibilities and performance. Wisconsin Studies in Vocational Rehabilitation, Monograph X. Madison: University of Wisconsin Regional Rehabilitation Research Institute.
- Baker, R. J., & Lorenz, J. R. (1978). Convergence and divergence in rehabilitation counseling and vocational evaluation: Implications for rehabilitation education. Journal of Applied Rehabilitation Counseling, 9 (1), 27-31.
- Barnes, R. T., Nay, J. N., & Wholey, J. S. (1977). Purchasing evaluation and research in a federal block grant program: LEAA's national evaluation program. Evaluation, 4, 197-200.
- Barry, J. R. (1981). Challenges for the future. Journal of Rehabilitation, 47 (4), 94-95.
- Bartholomew, D. J. (1981). Mathematical methods in social science. Chichester, England: John Wiley & Sons.
- Belcher, S. A., & Clowers, M. R. (1978). A service delivery model for the severely disabled individual: Focus and structure. Journal of Applied Rehabilitation Counseling, 9 (3), 108-115.

- Belcher, S. A., & Clowers, M. R. (1979). Service delivery model for the severely disabled: Follow-up. Journal of Applied Rehabilitation Counseling, 9 (4) 174-177.
- Berven, N. L. (1979). Training needs of state agency rehabilitation counselors. Rehabilitation Counseling Bulletin, 22 (4), 320-329.
- Berven, N. L., Wright, G. N., & Reagles, K. W. (1977). Employer ratings of graduates as program-evaluation measures. Rehabilitation Counseling Bulletin, 20 (3), 175-184.
- Bitter, J. A. (1978). Continuing education for new rehabilitation counselors. Rehabilitation Counseling Bulletin, 22 (1), 74-77.
- Bitter, J. A. (1979). Introduction to rehabilitation. St. Louis: C. V. Mosby.
- Blose, I. L., & Schill, S. J. (1977). Psychiatric internships for rehabilitation counselors. Journal of Applied Rehabilitation Counseling, 8 (3), 190-192.
- Boland, J. M., & Alonso, G. (1982). A comparison: Independent living rehabilitation and vocational rehabilitation. Journal of Rehabilitation, 48 (1), 56-59.
- Bolton, B. (1974). Introduction to rehabilitation research. Springfield, IL: Charles C. Thomas.
- Bolton, B. (Ed.). (1976). Handbook of measurement and evaluation in rehabilitation. Baltimore, MD: University Park Press.
- Bolton, B. (1978a). Factor analysis in rehabilitation research: III. Rehabilitation Counseling Bulletin, 22 (2), 140-162.
- Bolton, B. (1978b). Methodological issues in the assessment of rehabilitation counselor performance. Rehabilitation Counseling Bulletin, 21 (3), 190-193.
- Borich, G. D., & Fenton, K. S. (1977). The appraisal of teaching: Concepts and process. Reading, MA: Addison-Wesley.
- Borich, G. D., & Jemelka, R. P. (1982). Programs and systems, an evaluation perspective. New York: Academic Press.
- Bowe, F. (1983). Demography and disability: A chartbook for rehabilitation. Arkansas Rehabilitation Research and Training Center, University of Arkansas, Arkansas Rehabilitation Services.
- Bowe, F. (1984). Employment trends: 1984 and beyond. Arkansas Rehabilitation Research and Training Center, University of Arkansas, Arkansas Rehabilitation Services.

- Bozarth, J. D. (1978). A difference which makes a difference. Journal of Applied Rehabilitation Counseling, 9 (1), 21-25.
- Bozarth, J. D., Rubin, S. E., Krauft, C. C., Richardson, B. K., & Bolton, B. (1974). Client counselor interaction, patterns of service, and client outcome: Overview of project, conclusions, and implications. Arkansas Studies in Vocational Rehabilitation, Monograph XIX. Hot Springs: University of Arkansas Rehabilitation Research and Training Center.
- Brenes, L. C., & McFarlane, F. R. (1981). Accountability: The case review process in rehabilitation. Journal of Applied Rehabilitation Counseling, 12 (1), 4-8.
- Brinkerhoff, R. O., Brethower, D. M., Hluchyj, T., & Nowakowski, J. R. (1983). Program evaluation: A practitioner's guide for trainers and educators. Boston: Kluwer-Nijhoff.
- Britton, J. O., & Thomas, K. R. (1976). Rehabilitation counseling practice: Some sociological insights. Journal of Applied Rehabilitation Counseling, 7 (1) 34-49.
- Brown, M. (1981). Rehabilitation indicators: A method for enhancing accountability. In K. W. Reagles & R. M. Crystal (Eds.), Michigan Studies in Rehabilitation, Series I, Monograph IV (pp. 105-121). Ann Arbor: University of Michigan Rehabilitation Research Institute.
- Browning, P. L., & McGovern, K. B. (1974). Technology of rehabilitation short term training. Rehabilitation Counseling Bulletin, 18 (2), 117-122.
- Brubaker, D. R. (1977). Professionalization and rehabilitation counseling. Journal of Applied Rehabilitation Counseling, 8 (4), 208-217.
- Brubaker, D. R. (1981a). Identity and organizational problems in professional rehabilitation. Journal of Rehabilitation, 47 (1), 54-58.
- Brubaker, D. (1981b). Rehabilitation Counseling in the 1980's: A discussion with Daniel Sinick. Journal of Applied Rehabilitation Counseling, 12 (4), 179-185.
- Bruyere, S. M. (1982). The use of telecommunications technology in the training of rehabilitation personnel. Journal of Rehabilitation, 48 (1), 60-64.
- Burdett, A. D. (1960). Pinpointing the counselor's role in rehabilitation. Journal of Rehabilitation, 26 (5), 9-12.

- Burkhalter, B., & Walden, J. (1981). Enhancing services to the handicapped through networking. Journal of Rehabilitation, 47 (1), 24-27.
- Busse, D. (1978). The problem of role definition: A response to Sink and Porter. Journal of Applied Rehabilitation Counseling, 9 (1), 65-69.
- Byrd, E. (1980). Irrational ideas in the management of time. Journal of Applied Rehabilitation Counseling, 11 (1), 46-49.
- Cantrell, P. D. (1958). Training the rehabilitation counselor. Personnel and Guidance Journal, 36 (6), 382-387.
- Carter, J. W., & Saxon, J. P. (1977). The role of expert witness in social security administrative hearings. Journal of Applied Rehabilitation Counseling, 8 (4), 247-250.
- Chambers, C. M. (1983). Council on Postsecondary Education. In K.E. Young, C. M. Chambers, H. R. Kells, & Associates, Understanding accreditation: Contemporary perspectives on issues and practices in evaluating educational quality (pp. 289-314). San Francisco: Jossey-Bass.
- Chenault, J., & Burnford, F. (1978). Human services professional education: Future directions. New York: McGraw-Hill.
- Clements, S. W. (1957). The counselor as he sees himself. Journal of Rehabilitation, 23 (3), 6-7.
- Cohen, H. J. (1979). Community health planning. In P. R. Magrab & J. O. Elder (Eds.), Planning for services to handicapped persons: Community, education, health (pp. 91-120). Baltimore, MD: Paul H. Brookes.
- Cole, B. (1976). Re-evaluating the rehabilitation services delivery process with emphasis on placement. In S. A. Grand (Ed.), Severe disability and rehabilitation counselor training (pp. 76-85). Proceedings of a National Council on Rehabilitation Education Conference, Albany, NY.
- Cole, C. B., Maloof, B. A., & Turner, R. R. (1981). A revised Rehabilitation Services Administration Management Information System. In K. W. Reagles & R. M. Crystal (Eds.), Michigan Studies in Rehabilitation, Series 1, Monograph IV (pp. 171-183). Ann Arbor: University of Michigan Rehabilitation Research Institute.
- Commission on Rehabilitation Counselor Certification. (1981). Guide to rehabilitation counselor certification. Chicago: Author.

- Cook, D. W. (1977). Guidelines for conducting client satisfaction studies. Journal of Applied Rehabilitation Counseling, 8 (2), 107-114.
- Cook, D. W. (1979). Rehabilitation research and the practice of rehabilitation. Journal of Applied Rehabilitation Counseling, 10 (2), 89-94.
- Cook, D., Ferritor, D., & Cooper, P. (1981). A challenge for the 1980's: Rehabilitating the rural disabled. Journal of Rehabilitation, 47 (2), 56-59.
- Cook, D., & Rubin, S. (1975). Perceptions of program evaluation specialists toward a conference on program evaluation in rehabilitation, Research Report No. 844. Hot Springs: University of Arkansas Rehabilitation Research and Training Center.
- Cooper, P. G., Harper, J. W., & Davis, S. (1980). Perceived outcome priorities in a state vocational rehabilitation agency. Journal of Applied Rehabilitation Counseling, 11 (1), 14-17.
- Couch, R. H. (1979). Keeping score and looking good: The dilemma of certification in the private sector. Journal of Rehabilitation, 45 (3), 62-64.
- Couch, R. H., & McDaniel, R. S. (1978). Role concatenation in rehabilitation. Journal of Applied Rehabilitation Counseling, 9 (1), 37-42.
- Council on Postsecondary Education. (1983, March). Progress report. Washington, DC: Author.
- Council on Postsecondary Education. (1984, April). President's report. Washington, DC: Author.
- Council on Rehabilitation Education. (1976). A history and prospectus on CORE's research-oriented procedures. Chicago: Author.
- Council on Rehabilitation Education. (1978). Accreditation manual for rehabilitation counselor education programs. Chicago: Author.
- Council on Rehabilitation Education (1979a). Accreditation evaluation individual questionnaire for employers of graduates. Chicago: Author.
- Council on Rehabilitation Education. (1979b). Accreditation evaluation individual questionnaire for faculty, students, agency clinical experience supervisors, graduates. Chicago: Author.

- Council on Rehabilitation Education. (1982a). Standards for rehabilitation counselor education programs: Field review draft. Chicago: Author.
- Council on Rehabilitation Education. (1982b). Standards review and revision project. Chicago: Author.
- Council on Rehabilitation Education. (1983a). Accreditation manual for rehabilitation counselor education programs. Chicago: Author.
- Council on Rehabilitation Education. (1983b). Accreditation evaluation individual questionnaire for employers of graduates. Chicago: Author.
- Council on Rehabilitation Education. (1983c). Accreditation evaluation individual questionnaire for faculty, students, agency clinical experience supervisors, graduates. Chicago: Author.
- Council on Rehabilitation Education. (1984a). 1983-1984 fact sheet. Chicago: Author.
- Council on Rehabilitation Education. [1984b]. Recognized master's degree programs in rehabilitation counselor education (1983-84 list with addendum). Chicago: Author.
- Counts, R. T., & Opdahl, C. A. (1979). Independent living rehabilitation for blind-multihandicapped persons. Journal of Applied Rehabilitation Counseling, 10 (4), 193-199.
- Coven, A. B. (1977). Accountability in rehabilitation: The need for a humanistic model. Journal of Applied Rehabilitation Counseling, 7 (4), 228-236.
- Cowie, J. D., & McCarthy, J. J. (1979). Caseload review process (rev.). Worcester, MA: Assumption College Institute for Social and Rehabilitation Services.
- Cox, S. G. (1971). Do educational measures predict vocational success? Vocational Guidance Quarterly, 19 (4), 271-273.
- Cozens, R. W. (1978). Convergence and divergence. A personal reaction. Journal of Applied Rehabilitation Counseling, 9 (1), 33-36.
- Craig, R. L., & Bittel, L. R. (Eds.). (1967). Training and development handbook. New York: McGraw-Hill.
- Crewe, M. M., & Zola, I. K. (1983). Independent living for physically disabled people. San Francisco: Jossey-Bass.

- Crimando, W. (1981). An idea-generating paradigm and resources for the practitioner/researcher. Journal of Applied Rehabilitation Counseling, 12 (3), 107-112.
- Crimando, W. (1982). The job development and placement specialist: An emerging role for rehabilitation practices. Journal of Rehabilitation, 48 (1), 20-24.
- Crisler, J. R. (1977). Results of the career ladder survey in state vocational rehabilitation agencies. Journal of Applied Rehabilitation Counseling, 8 (4), 218-227.
- Crisler, J. R., & Barney, O. R. (1976). A comparison of rehabilitation counselor effectiveness to caseload production--- Supervisory and peer evaluations. Journal of Applied Rehabilitation Counseling, 7 (2) 114-118.
- Crisler, J. R., & Crandell, E. O. (1977). Employment criteria and salaries for rehabilitation personnel in state DVR agencies having career ladders. Journal of Applied Rehabilitation Counseling, 8 (3), 150-163.
- Crisler, J. R., & Eaton, M. W. (1975). A ten year follow-up of graduates of a rehabilitation counselor training program. Journal of Applied Rehabilitation Counseling, 6 (1), 35-41.
- Crisler, J. R., & Edwards, J. N. (1980). Outcome measurement in the management control project. Journal of Rehabilitation, 46 (2), 31-35.
- Crisler, J. R., & Fowler, N. L. (1981). Employment outcome of graduates of a rehabilitation counselor training program: A comparison of graduate employment between 1965-1974 and 1975-1979. Journal of Rehabilitation, 47 (3), 28-32.
- Crystal, R. M. (1981a). An integrative model for rehabilitation training and practice. Journal of Applied Rehabilitation Counseling, 12 (4), 191-194.
- Crystal, R. M. (1981b). Program evaluation research and practice: University resources. In K. W. Reagles & R. M. Crystal (Eds.), Michigan Studies in Rehabilitation, Series I, Monograph IV (pp. 29-37). Ann Arbor: University of Michigan Rehabilitation Research Institute.
- Culberson, J. O. (1979). Undergraduate education for rehabilitation: Agency perceptions of training and characteristics preferred of job applicants. Journal of Rehabilitation, 45 (2), 39-43, 88.

- Decker, R. S., & Stanojevich, B. (1978). A national survey of the employment of placement specialists by general and blind rehabilitation agencies. Journal of Applied Rehabilitation Counseling, 9 (2), 41-45.
- DeJong, G. (1979). Independent living: From social movement to analytic paradigm. Archives of Physical Medicine and Rehabilitation, 60, 435-446.
- DeJong, G., & Hughes, J. (1980, October). A methodology for measuring long-term independent living outcomes. Paper presented at the annual meeting of the American Congress of Rehabilitation Medicine, Washington, DC.
- DeJong, G., & Wenker, T. (1979). Attendant care as a prototype independent living service. Archives of Physical Medicine and Rehabilitation, 60, 477-482.
- Dellario, D. J. (1980). A point of convergence in the evaluation of rehabilitation counselor education (RCE) programs. Journal of Applied Rehabilitation Counseling, 11 (3), 128-131.
- DeLoach, C., & Greer, B. G. (1979). Client factors affecting the practice of rehabilitation counseling. Journal of Applied Rehabilitation Counseling, 10 (2), 53-59.
- DeLoach, C. P., Wilkins, R. D., & Walker, G. W. (1983). Independent living: Philosophy, process, and services. Baltimore, MD: University Park Press.
- Deneen, L. I., & Hesselund, T. A. (1981). Vocational rehabilitation of the injured worker. San Francisco: Rehab Publications.
- Diamonti, M. C., & Murphy, S. T. (1977a). Behavioral objectives and rehabilitation counselor education: A critique. Rehabilitation Counseling Bulletin, 21 (1), 51-57.
- Diamonti, M. C., & Murphy, S. T. (1977b). The realities of competency-based rehabilitation counselor education: A reply. Rehabilitation Counseling Bulletin, 21 (1), 63-66.
- Diller, L. (1959). Psychological theory in rehabilitation counseling. Journal of Counseling Psychology, 6, 189-193.
- D'Iorio, S., Hershenson, D. B., & Hafer, M. (1975). Perceptions of helping professions by professionals and others. Journal of Applied Rehabilitation Counseling, 6 (4), 200-209.
- Donanian, J. (1981). Self marketing tactics for rehabilitation counselors. Journal of Applied Rehabilitation Counseling, 12 (3), 160-163.

- Downes, S. C., McFarland, F. S., & Alston, P. P. (1974). Survey of the NRCA membership regarding the basis for evaluating counselor performance. Journal of Applied Rehabilitation Counseling, 5 (4), 196-200.
- Dressel, P. L. (1978). Handbook of academic evaluation: Assessing institutional effectiveness, student progress, and professional performance in decision making in higher education. San Francisco: Jossey-Bass.
- Dumas, N. S. (Ed.). (1968). Research utilization and dissemination. Proceedings of a regional conference. Gainesville: University of Florida Regional Rehabilitation Research Institute.
- Dumas, N. S., Butler, A. J., & Wright, G. N. (1968). Counselor perceptions of professional development. Wisconsin Studies in Vocational Rehabilitation, Monograph IV. Madison: University of Wisconsin Regional Rehabilitation Research Institute.
- Dumas, N. S., & Muthard, J.E. (1970). Rehabilitation Research and Demonstration Projects 1955-1970. Gainesville: University of Florida Regional Rehabilitation Research Institute.
- Dunn, D. J. (1976). Rehabilitation counseling curriculum change from the viewpoint of vocational evaluation. In S. A. Grand (Ed.), Severe disability and rehabilitation counselor training (pp. 21-25). Proceedings of a National Council on Rehabilitation Education Conference, Albany, NY.
- Dunn, D. J. (1981). Vocational rehabilitation of the older disabled worker. Journal of Rehabilitation, 47 (4), 76-81.
- Eddy, R. T. (1960). Interest patterns of rehabilitation counselors. Journal of Counseling Psychology, 7, 202-208.
- Edwards, L. A. (1981). Who's in the driver's seat for your career? Journal of Applied Rehabilitation Counseling, 12 (3), 164-169.
- Ehrle, R. A. (1979). Employment--or access to ownership--as a property right? Journal of Applied Rehabilitation Counseling, 10 (2), 85-88.
- Emener, W. G., & Andrews, W. (1977). The individualized written rehabilitation program: Perceptions from the field. Journal of Applied Rehabilitation Counseling, 7 (4), 215-222.
- Emener, W. G., & Hutchinson, J. H. (1979). In-service training in clinical supervision in the rehabilitation counseling process. Rehabilitation Counseling Bulletin, 22 (5), 427-430.

- Emener, W., McFarlane, F., & Parker, R. (1978). Editor's introduction to the NRCA-VEWAA joint issue. Journal of Applied Rehabilitation Counseling, 9 (1), 2-3.
- Emener, W. G., & Rubin, S. E. (1980). Rehabilitation counselor roles and functions and sources of role strain. Journal of Applied Rehabilitation Counseling, 11 (2), 57-69.
- English, R. W., Oberle, J. B., & Bryne, A. R. (1979). Rehabilitation counselor supervision: A national perspective. Journal of the American Rehabilitation Counseling Association, 22 (3), Special issue: 1/179-129/305.
- Evans, J., & Livneh, H. (1982). Peer counseling: A training program. Journal of Rehabilitation, 48 (1), 52-55.
- Feinberg, L. B. (1977). Employment of the certified rehabilitation counselor. Journal of Rehabilitation, 43 (5), 42-44.
- Feinberg, L. B., & McFarland [McFarlane], F. R. (1979). Setting-based factors in rehabilitation counselor role variability. Journal of Applied Rehabilitation Counseling, 10 (2), 95-101.
- Field, T. F., & Emener, W. G. (1978). Editorial: Rehabilitation counseling as a profession. Journal of Applied Rehabilitation Counseling, 9 (3), 63.
- Finch, F. H. (1937). Qualifications for rehabilitation counselors. Occupations, 15, 628-630.
- Fine, P. R. (1979). Accountability...A small price to pay. Informer, 8 (2), 8.
- Fleiss, J. L. (1973). Statistical methods for rates and proportions. New York: John Wiley and Sons.
- Florian, V. (1981). The evaluation of successful rehabilitation outcomes by rehabilitation workers of different backgrounds. Journal of Applied Rehabilitation Counseling, 12 (4), 195-199.
- Frank, K. (1978). Program evaluation: Confusion or something more. Journal of Rehabilitation, 44 (3), 22-24.
- Frankena, W. K. (Ed.). (1980). The philosophy and future of graduate education. Ann Arbor: University of Michigan Press.
- Fraser, R. T. (1976). Task analysis applied to rehabilitation manpower problems: The literature and state-of-the-art. Chicago: Council on Rehabilitation Education.

- Fraser, R. T., & Clowers, M. R. (1978). Rehabilitation counselor functions: Perceptions of time spent and complexity. Journal of Applied Rehabilitation Counseling, 9 (2), 31-35.
- Freeman, J. B. (1979). Rehabilitation counselor and supervisor perceptions of counselor training needs and continuing education. Journal of Applied Rehabilitation Counseling, 10 (3), 154-157.
- Fuchs, A. L. (1970). Group supervision: A method of professional development. Journal of Applied Rehabilitation Counseling, 1 (1), 30-36.
- Galvin, D. E. (1977). Job placement: An unseemly occupation. Journal of Applied Rehabilitation Counseling, 7 (4), 198-207.
- Galvin, D. E. (1982). Rehabilitation of the handicapped P.L. 93-112: A retrospective appraisal by a state vocational rehabilitation director. In J. Rubin (Ed.) with V. LaPorte, Alternatives in rehabilitating the handicapped: A policy analysis (pp. 229-237). New York: Human Services Press.
- Garvin, R. E. (1981). Vocational guidance and counseling: The core of the rehabilitation process. Journal of Applied Rehabilitation Counseling, 12 (4), 205-207.
- Geist, C. S. (1980). Development of an independent living rehabilitation program curriculum. Journal of Rehabilitation, 46 (2), 53-55.
- Geist, G. O. (1976). University training programs in rehabilitation: 1974-75 fact sheet of the Council of Rehabilitation Counselor Educators. Rehabilitation Counseling Bulletin, 20 (2), 156-158.
- Geist, G. O., Hershenson, D. B., & Hafer, M. (1975). Rehabilitation counselor training: A program evaluation. Rehabilitation Counseling Bulletin, 19 (1), 305-314.
- Geist, G. O., & Morris, G. W. (1981). Analysis of CORE student data with respect to demographic variables. Unpublished manuscript, Illinois Institute of Technology, Chicago.
- Glass, G. V. (1979). Policy for the unpredictable (uncertainty research and policy). Educational Researcher, 8 (9), 12-14.
- Glazer, N. (1980). The disciplinary and the professional in graduate school education in the social sciences. In W. K. Frankena (Ed.), The philosophy and future of graduate education (pp. 160-176). Ann Arbor: University of Michigan Press.

- Glidden, R. (1983). Accreditation: Voluntary enterprise. In K. E. Young, C. M. Chambers, H. R. Kells, & Associates, Understanding accreditation: Contemporary perspectives on issues and practices in evaluation of educational quality (pp. 187-208). San Francisco: Jossey-Bass.
- Goldin, G. J. (1964). Rehabilitation counseling criteria. Rehabilitation Record, 5 (5), 13-16.
- Goldman, L. (1978). Research methods for counselors: Practical approaches in field settings. New York: John Wiley and Sons.
- Grand, S. A. (Ed.). (1976). Severe disability and rehabilitation counselor training. Proceedings of National Council on Rehabilitation Education Conference, Albany, NY.
- Granger, S. G. (1959). Psychologists' prestige rankings of 20 psychological occupations. Journal of Counseling Psychology, 1959, 6, 183-188.
- Graves, W. (1979). The impact of federal legislation for handicapped people on the rehabilitation counselor. Journal of Applied Rehabilitation Counseling, 10 (2), 67-70.
- Greenwood, R., & Cooper, P. (1976). The case review technique for assessing rehabilitation counselor performance. Journal of Applied Rehabilitation Counseling, 7 (2), 124-127.
- Grigg, D. A., & Goodstein, L.D. (1957). The use of clients as judges of the counselor's performance. Journal of Counseling Psychology, 4 (1), 31-36.
- Gugerty, J. (1978). Graduate-level counselor training versus on-the-job performance: Are they related? Rehabilitation Counseling Bulletin, 22 (3), 194-197.
- Hall, J. H., & Warren, S. L. (Eds.). (1956). Rehabilitation counselor preparation. Washington, DC: National Rehabilitation Association and National Vocational Guidance Association.
- Hamilton, K. W. (1960). The growing community role of the rehabilitation counselor. Journal of Rehabilitation, 26 (2), 4-7, 13.
- Hansen, C. E. (1973). Rehabilitation training. Journal of Applied Rehabilitation Counseling, 4 (4), 208-223.
- Hansen, C. (1977). Retirement--reorganization--and organizational unity. Journal of Applied Rehabilitation Counseling, 8 (1), 2-4.

- Harclerod, F. F. (1983). Accreditation: Voluntary enterprise. In K. E. Young, C. M. Chambers, H. R. Kells, & Associates, Understanding accreditation: Contemporary perspectives on issues and practice in evaluating educational quality (pp. 36-53). San Francisco: Jossey-Bass.
- Harrison, D. K. (1980). Competency evaluation in rehabilitation (CEIR): Toward a competency-based client-outcome system. Journal of Applied Rehabilitation Counseling, 11 (1), 18-24.
- Harrison, D. K., & Lee, C. C. (1979). Rehabilitation counseling competencies. Journal of Applied Rehabilitation Counseling, 10 (3), 135-141.
- Harrison, D. K., Lee, C. C., & Zawada, M. A. (1978). Competency evaluation in rehabilitation (CEIR): Rehabilitation counseling competencies. Michigan Studies in Rehabilitation, Series 1, Monograph III. Ann Arbor: University of Michigan Rehabilitation Research Institute.
- Hasbrook, R. F. (1981). Editorial: If you have it--Flaunt it. Journal of Applied Rehabilitation Counseling, 12 (3), 143-145.
- Haug, M. R., & Sussman, M. B. (1973). Rehabilitation counseling in perspective: A reply to the critics. Rehabilitation Counseling Bulletin, 16 (4), 226-238.
- Hauser, C. (1980). Program evaluation for state rehabilitation agencies: Federal standards and advocated models. Journal of Rehabilitation, 46 (1), 25-28.
- Hawryluk, A. (1974). Rehabilitation gain: A new criterion for an old concept. Rehabilitation Literature, 35 (11), 322-328, 341.
- Hedgeman, B. (1976). An integrated job placement course. In S. A. Grand (Ed.), Severe disability and rehabilitation counselor training (pp. 35-56). Proceedings of a National Council on Rehabilitation Education Conference, Albany, NY.
- Henke, R. O., Connolly, S. G., & Cox, J. G. (1975). Caseload management: The key to effectiveness. Journal of Rehabilitation Counseling, 6 (4), 217-227.
- Hershenson, D. B., Crater, L. A., Enoch, B. D., Gaskell, A. W., Huston, W. J., Jr., Kuljian, J. M., Mackenzie, J., Spangler, A. S., & Tabb, B. (1981). Toward a theory of rehabilitation counseling. Journal of Applied Rehabilitation Counseling, 12 (1), 23-26.

- Hollingsworth, D. K., & Pease, L. A. (1980). The impact of public assistance on the rehabilitation process of handicapped women. Journal of Applied Rehabilitation Counseling, 11 (4), 192-195.
- Housman, R. (1974). Business, industry, and rehabilitation: Triumvirate of the future. Journal of Rehabilitation, 40 (3), 32-33.
- Housman, R. (1976). Designing a curriculum for placement. In S. A. Grand (Ed.), Severe disability and rehabilitation counselor training (pp. 26-34). Proceedings of a National Council on Rehabilitation Education Conference, Albany, NY.
- Humphreys, R. R. (1975). The Randolph-Sheppard Act Amendments: An elaboration of congressional intent. Journal of Applied Rehabilitation Counseling, 6 (1), 12-20.
- Hutchison, J., & Cogan, F. (1974). Rehabilitation manpower specialist: A description of placement personnel. Journal of Rehabilitation, 40 (2), 31-33.
- Hylbert, K. W. (1963). Bachelor of rehabilitation. Journal of Rehabilitation, 29 (2), 23-24.
- Hylbert, K. W., Sr., & Hylbert, K. W., Jr. (1979). Medical information for human service workers. Elizabeth, WV: Counselor Education Press.
- Institute on Rehabilitation Issues. (1975). Critical issues in rehabilitating the severely handicapped. Rehabilitation Counseling Bulletin, 18 (4), 205-213.
- James, D. T. (1973). The supervisor as counselor-facilitator. Journal of Rehabilitation, 39 (4), 18-19.
- Jaques, M. E. (1959). Critical counseling behavior in rehabilitation settings. Iowa City: State University of Iowa, College of Education.
- Jaques, M. E. (1970). Rehabilitation counseling: Scope and services. Boston: Houghton Mifflin.
- Jaques, M. E. (1972). Rehabilitation counseling and support personnel. Rehabilitation Counseling Bulletin, 15 (3), 160-171.
- Jenkins, W. M. (1979). Organizations concerned with the practice of rehabilitation counseling. Journal of Applied Rehabilitation Counseling, 10 (2), 102-105.

- Johnston, L. T. (1957). The counselor as he really is. Journal of Rehabilitation, 23 (3), 9-10.
- Jones, R. (1978). Convergence and divergence in rehabilitation counseling and vocational evaluation: A reaction paper. Journal of Applied Rehabilitation Counseling, 9 (1), 59-63.
- Jones, R. D., & Fagnani, J. (1975). Rehabilitation counselor salaries and benefits: 1975. Journal of Applied Rehabilitation Counseling, 6 (3), 131-143.
- Kaplan, S. (1979). Sexual counseling for persons with spinal cord injuries: A literature review. Journal of Applied Rehabilitation Counseling, 10 (4), 200-203.
- Kay, H. B. (1978). Reconciling program goal conflicts. Journal of Rehabilitation Administration, 2 (1), 19-26.
- Kauppi, D. R. (1978). Rehabilitation counseling and rehabilitation research. In L. Goldman (Ed.), Research methods for counselors: Practical approaches in field settings (pp. 293-320). New York: John Wiley and Sons.
- Kells, H. R. (1983). Self-study processes: A guide for postsecondary institutions (2nd ed.). New York: American Council on Education and Macmillan.
- Kerlinger, F. N. (1973). Foundations of behavioral research (2nd ed.). New York: Holt, Rinehart and Winston.
- Kingston, C. C. Evaluating instructional objectives in cooperative programs. In D. J. Tate & R. E. Hoskinson (Eds.), Evaluation and accountability in business education (pp. 252-264). Reston, VA: National Business Education Association.
- Kneipp, S., & Bender, F. (1981). Services to family members by state vocational rehabilitation agencies. Journal of Applied Rehabilitation Counseling, 12 (3), 130-134.
- Koshel, J. J., & Granger, C. V. (1978). Rehabilitation terminology: Who is severely disabled? Rehabilitation Literature, 39 (4), 102-106.
- Krantzler, M. (1970). Is rehabilitation counseling a profession? Journal of Applied Rehabilitation Counseling, 1 (1), 3-9.
- Kuehn, M. D. (1984, September 25). Letter to Dr. John Clark, National Institute of Handicapped Research. (Available from Author, Emporia State University, Kansas).

- Kunce, J. T. (1978). A restatement of several major conditions in understanding and applying factor-analytic procedures. Rehabilitation Counseling Bulletin, 22 (2), 163-165.
- Kunce, J. T., Iacono, C. J., & Miller, D. E. (1974). Determination of caseload feasibility. Journal of Applied Rehabilitation Counseling, 5 (4), 215-219.
- Laurie, G. (1977). Housing and home services for the disabled: Guidelines and experiences in independent living. Hagerstown, MD: Harper & Row.
- Lawlis, G. F., & Bozarth, J. D. (1971). Considerations for the development of weighting systems for the evaluation of counselor effectiveness. Rehabilitation Counseling Bulletin, 14 (3), 133-140.
- Ledbetter, J. E., Jr., Parmley, R. J., & Chastain, R. M. (1975). Rehabilitation services through contractual agreement: Legal and psychological considerations. Journal of Applied Rehabilitation Counseling, 6 (3), 144-153.
- Ledbetter, J. G. (1981). Editorial: The issue of counselor or coordinator re-examined. Journal of Rehabilitation, 47 (1), 8.
- Lemons, S. L., & Sweeney, P. (1981). Vocational rehabilitation professionals in the Veterans Administration. Journal of Applied Rehabilitation Counseling, 12 (3), 151-155.
- Lenard, H. M. (1963). Here we stand: Issues for the rehabilitation counselor. Journal of Rehabilitation, 29 (5), 12-13.
- Levitan, S., & Taggart, R. (1982). Rehabilitation, employment, and the disabled. In J. Rubin (Ed.) with V. LaPorte, Alternatives in rehabilitating the handicapped: A policy analysis (pp. 89-149). New York: Human Services Press.
- Lewin, S. S., Ramseur, J. H., & Sink, J. M. (1979). The role of private rehabilitation: Founder, catalyst, competitor. Journal of Rehabilitation, 45 (3), 17-19.
- Light, R. J. (1979). Capitalizing on variation: How conflicting research findings can be helpful for policy. Educational Researcher, 8 (9), 7-11.
- Lindenberg, R. E. (1977). Work with families in rehabilitation. Rehabilitation Counseling Bulletin, 21 (1), 67-75.
- Linkowski, D. C. (1979). Reaction to the case for an independent association of rehabilitation counselors. Journal of Applied Rehabilitation Counseling, 1979, 10 (4), 179.

- Livingston, R. (1979). The history of rehabilitation counselor certification. Journal of Applied Rehabilitation Counseling, 10 (3), 111-118.
- Livingston, R. H., & Wilson, T. C. (1981). Job forecasting in vocational rehabilitation. Journal of Applied Rehabilitation Counseling, 12 (4), 212-219.
- Lofquist, L. H. (1959). An operational definition of rehabilitation counseling. Journal of Rehabilitation, 25 (4), 7-9, 24-25.
- Lovell, J. T., & Wiles, K. (1983). Supervision for better schools (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Lunz, M. E. (1975). Commission on rehabilitation counselor certification--March 1975 field review report. Journal of Applied Rehabilitation Counseling, 6 (2), 67-72.
- Lynch, R. K., & McSweeney, K. (1981). The professional status of rehabilitation counseling in state/federal vocational rehabilitation agencies. Journal of Applied Rehabilitation Counseling, 12 (4), 186-190.
- MacGuffie, R. A., & Henderson, H. L. (1973). Process orientation: A dimension in counselor training. Journal of Applied Rehabilitation Counseling, 4 (4), 234-238.
- Malikin, D., & Rusalem, H. (Eds.). (1969). Vocational rehabilitation of the disabled: An overview. New York: New York University Press.
- Martin, W. E., Jr., Johns, A., & Bitter, J. A. (1978). Evaluation planning considerations for postemployment training of professionals in rehabilitation. Rehabilitation Literature, 39 (6-7), 180-185.
- Matkin, R. E. (1980). Vocational rehabilitation during economic recession. Journal of Applied Rehabilitation Counseling, 11 (3), 124-127.
- Matkin, R. (1981a). A certification dilemma: Private rehabilitation considerations. Journal of Applied Rehabilitation Counseling, 12 (1), 9-14.
- Matkin, R. E. (1981b). The rehabilitation counselor in private practice: Perspectives for education and preparation. Journal of Rehabilitation, 46 (2), 60-62.
- Matkin, R. E. (1982). Rehabilitation services offered in the private sector: A pilot investigation. Journal of Rehabilitation, 48 (4), 31-33.

- Matkin, R., & May, V. R. (1981). Potential conflicts of interest in private rehabilitation: Identification and resolution. Journal of Applied Rehabilitation Counseling, 12 (1), 15-18.
- McAlees, D. C. (1973). Report on certification commission. Journal of Applied Rehabilitation Counseling, 4 (3), 131-132.
- McAlees, D. C. (1978). Convergence and divergence in rehabilitation counseling and vocational evaluation: A review. Journal of Applied Rehabilitation Counseling, 9 (1), 49-54.
- McCavitt, M. E. (1957). The counselor and current trends. Journal of Rehabilitation, 23 (3), 11-12.
- McCollum, P. S., Swenson, E., & Hooge, N. C. (1979). Community resources revisited: Sources of support in the rehabilitation process. Journal of Applied Rehabilitation Counseling, 10 (2), 72-77.
- McCowan, J. F. (1957). The counselor as others see him. Journal of Rehabilitation, 23 (3), 7-9.
- McFarlane, F. R., & Brenes, L. C. (1981). The case review schedule for program evaluation. In K. W. Reagles & R. M. Crystal (Eds.), Michigan Studies in Rehabilitation, Series I, Monograph IV (pp. 87-103). Ann Arbor: University of Michigan Rehabilitation Research Institute.
- McFarlane, F. R., & Di Paola, S. M. (1979). Rehabilitation counselor, vocational evaluator, and work adjustment specialist: Are these professionals different? Journal of Applied Rehabilitation Counseling, 10 (3), 148-153.
- McMahon, B. T. (1979). Private sector rehabilitation: Benefits, dangers, and implications for education. Journal of Rehabilitation, 45 (3), 56-58.
- McMahon, B. T., & Fraser, R. T. (1978). The future of subprofessionals: A time for evaluation. Rehabilitation Counseling Bulletin, 22 (1), 30-37.
- McNeil, J. D., & Popham, W. J. (1977). In G. D. Borich with K. S. Fenton (Eds.), The appraisal of teaching: Concepts and process (pp. 266-275). Reading, MA: Addison-Wesley.
- Menges, R. J. (1975). Assessing readiness for professional practice. Review of Educational Research, 45 (2), 173-207.
- Menz, F. E. (1984). The need for trained personnel in rehabilitation facilities by 1990. The Research and Training Center Connection, 5 (1), 1-5.

- Miller, L. A., & Roberts, R. R. (1979). Unmet counselor needs from ambiguity to the Zeigarnik effect. Journal of Applied Rehabilitation Counseling, 10 (2), 60-65.
- Miller, M. R., & Lubin, B. (1963). Rehabilitation counselor training in the United States. Personnel and Guidance Journal, 41 (7), 606-608.
- Miller, J. V., Lee, C. C., Wargel, J., & Won, H. (1977). Programmed evaluation approaches for state rehabilitation agencies: Current status and future indications. Michigan Studies in Rehabilitation, Series I, Monograph 1. Ann Arbor: University of Michigan Rehabilitation Research Institute.
- Millett, J. D. (1980). Management, governance, and leadership. New York: AMACON, a Division of the American Management Association.
- Mills, C. (1973). State-federal rehabilitation program. Journal of Applied Rehabilitation Counseling, 4 (4), 196-207.
- Mitchell, M. E., & Sink, J. E. (1983). Process, issues, and needs in private-for-profit rehabilitation. Washington, D.C.: National Rehabilitation Information Center.
- Moore, J. E. (1981). Predicting evaluation ratings of rehabilitation short-term training programs. Journal of Rehabilitation, 47 (3), 57-61.
- Mordin, H. M. (1970). Adolescent reaction to professionalism? Journal of Applied Rehabilitation Counseling, 1 (4), 46-48.
- Morgan, C. A. (1982). An evolving practicum for "The world of IS"---One approach. Journal of Rehabilitation, 48 (2), 29-32, 72.
- Morsh, J. E., Madden, J. M., & Christal, R. E. (1961). Job analysis in the United States Air Force. Lackland Air Force Base, Texas: Personnel Research Laboratory.
- Moss, E. (1980). Group counseling vs. recreational programming for older workshop clients: Geriatric rehabilitation. Journal of Applied Rehabilitation Counseling, 11 (3), 145-148.
- Mund, S. J. (1981). Creativity and innovation in vocational rehabilitation. Journal of Applied Rehabilitation Counseling, 12 (1), 32-35.
- Muthard, J. E. (1969). The status of the profession. In D. Malikin & H. Rusalem (Eds.), Vocational rehabilitation of the disabled: An overview (pp. 275-308). New York: New York University Press.

- Muthard, J. E. (1975). Personnel and research utilization in rehabilitation: Six years of research and service. Rehabilitation research Monograph No. 8. Gainesville: University of Florida Regional Rehabilitation Research Institute.
- Muthard, J. E., Crocker, L. M., & Kohler, A. T. (1971). The tasks of rehabilitation counselor aides in a state vocational rehabilitation agency, Rehabilitation research Monograph No. 5. Gainesville: University of Florida Regional Rehabilitation Research Institute.
- Muthard, J. E., & Morris, J. D. (1976). Predicting long term job satisfaction and persistence among rehabilitation counselors. Journal of Applied Rehabilitation Counseling, 7 (1), 27-33.
- Muthard, J. E., & Salomone, P. R. (1969). The roles and functions of the rehabilitation counselor. Rehabilitation Counseling Bulletin, 13 (1-SP), 81-168.
- Muthard, J. E., & Salomone, P. R. (1972). The future roles of the rehabilitation counselor. Rehabilitation Counseling Bulletin, 16 (2), 71-79.
- Nadolsky, J. M. (1977). The educated counselor: Responsibilities in a service society. Journal of Rehabilitation, 43 (4), 30-32.
- Nagi, S. Z. (1969). Disability and rehabilitation: Legal, clinical, and self-concepts and measurement. Columbus, OH: Ohio State University Press.
- National Council for Accreditation of Teacher Education. (1982, July). Standards for the accreditation of teacher education. Washington, DC: Author.
- National Council on Rehabilitation Education. (1982). Membership directory. Chicago: Author.
- National Rehabilitation Association. (1957). Symposium: What is a rehabilitation counselor? Journal of Applied Rehabilitation Counseling, 23 (3), 5-12.
- National Rehabilitation Association. (1984, February). Administration releases FY 85 budget. NRA Newsletter, pp. 1-3, 11.
- National Rehabilitation Association, Professional Standards and Relationships Committee. (1960). National Rehabilitation Association policy on rehabilitation personnel. Journal of Rehabilitation, 26 (3), 26-27.

- National Resource Center for Paraprofessionals in Special Education. (1982). Three years in review: The paraprofessional movement comes into its own. New Directions, 3 (3), 1-2.
- Ninth Annual Workshop on Guidance, Training, and Placement. (1956). Utilization of counselors' services in state VR agencies. Washington, DC: Office of Vocational Rehabilitation, U.S. Department of Health, Education, and Welfare.
- Noble, J., Jr. (1977). The limits of cost-benefit analysis as a guide to priority setting in rehabilitation. Evaluation Quarterly, 1 (3), 347-380.
- Obermann, C. E. (1962). The rehabilitation counselor as professional person. Journal of Rehabilitation, 28 (1), 37-38.
- Obermann, C. E. (1965). A history of vocational rehabilitation in America. Minneapolis, MN: T. S. Denison.
- Overs, R. P. (1962). Vocational counseling as a profession: Miscellaneous impressions of the informal system. Vocational Guidance Quarterly, 10, 190-195.
- Pacinelli, R. N., & Britton, J. O. (1969). Some correlates of rehabilitation counselor job satisfaction. Rehabilitation Counseling Bulletin, 12 (4), 214-220.
- Parham, J. D., & Harris, W. M. (1978). State agency rehabilitation counselor functions and the mentally retarded. Lubbock: Texas Tech University Research and Training Center in Mental Retardation.
- Parker, R. M. (1978). Factor analysis--A propitious panacea or numerical nemesis? Rehabilitation Counseling Bulletin, 22 (2), 165-168.
- Parker, R. M., & Hansen, C. E. (1981). Rehabilitation counseling. Boston: Allyn and Bacon.
- Parker, R. M., & Thomas, K. R. (1980). Fads, flaws, fallacies, and foolishness in evaluation of rehabilitation programs. Journal of Rehabilitation, 46 (1), 32-34.
- Patterson, C. H. (1957). Counselor or coordinator? Journal of Rehabilitation, 23 (3), 13-15.
- Patterson, C. H. (1958). The counselor's responsibility in rehabilitation. Journal of Rehabilitation, 24 (1), 7-8, 11.

- Patterson, C. H. (1962). Test characteristics of rehabilitation counselor trainees. Journal of Rehabilitation, 28 (5), 15-16.
- Pelton, R. (1981). Dimensions of a state agency program evaluation unit: A federal perspective. Michigan Studies in Rehabilitation, Series I, Monograph IV (pp. 5-14). Ann Arbor: University of Michigan Rehabilitation Research Institute.
- Pollard, A., Hall, H., & Keeran, C. (1979). Community service planning. In P. R. Magrab & J. O. Elder (Eds.), Planning for services to handicapped persons: Community, education, health (pp. 1-39). Baltimore, MD: Paul H. Brookes.
- Porter, T. (1981). Foreword in L. J. Deneen & T. A. Hessellund, Vocational rehabilitation of the injured worker. San Francisco: Rehab Publications.
- Porter, T. L., Rubin, S. E., & Sink, J.M. (1979). Essential rehabilitation counselor diagnostic, counseling, and placement competencies. Journal of Applied Rehabilitation Counseling, 10 (3), 158-162.
- Portny, S. E. (1981). The uses of program evaluation data within a state rehabilitation agency. Michigan Studies in Rehabilitation, Series I, Monograph IV (pp. 67-81). Ann Arbor: University of Michigan Rehabilitation Research Institute.
- Puth, A. D., & Flemming, T. M. (1981). Tough times...rehabilitation ...you and me. American Rehabilitation, 6 (3), 3-5.
- Randles, R. J. (1976). Private industry and the vocational rehabilitation process. Journal of Applied Rehabilitation Counseling, 7 (1), 3-11.
- Randolph, A. H. (1975). The Rehabilitation Act of 1973: Implementation and implications. Rehabilitation Counseling Bulletin, 18 (4), 200-204.
- Rasch, C. A., & Rasch, J. D. (1978). A model for comprehensive short-term assessment. Rehabilitation Counseling Bulletin, 21, 78-80.
- Rasch, J. D. (1979a). The case for an independent association of rehabilitation counselors. Journal of Applied Rehabilitation Counseling, 10 (4), 171-176.
- Rasch, J. D. (1979b). An independent association: A rebuttal. Journal of Applied Rehabilitation Counseling, 10 (4), 180-181.

- Reagles, K. W. (Ed.). (1972). Proceedings of the Symposium on the Criterion Problem in the Evaluation of Counselor Performance. Conducted at the American Personnel and Guidance Association Convention, Chicago.
- Reagles, K. W. (1976). Program evaluation and the severely handicapped: Implications for the training of rehabilitation counselors. In S. A. Grand (Ed.), Severe disability and rehabilitation counselor training (pp. 61-75). Proceedings of a National Council on Rehabilitation Education Conference, Albany, NY.
- Reagles, K. W. (1978). Reaction to convergence and divergence in rehabilitation counseling and vocational evaluation. Journal of Applied Rehabilitation Counseling, 9 (1), 43-48.
- Reagles, K. W., & Crystal, R. M. (Eds.). (1981). Program evaluation for rehabilitation: A book of readings. Michigan Studies in Rehabilitation, Series I, Monograph IV. Ann Arbor: University of Michigan Rehabilitation Research Institute.
- Reagles, K. W., & O'Neill, J. (1981). Single-subject designs for client groups: Implications for program evaluation. In K. W. Reagles & R. M. Crystal (Eds.), Michigan Studies in Rehabilitation, Series I, Monograph IV (pp. 161-170). Ann Arbor: University of Michigan Rehabilitation Research Institute.
- Reagles, K. W., & Wright, G. N. (1974). Final report: The development of a research-based mechanism for the evaluation and accreditation of rehabilitation counselor education programs. Madison: University of Wisconsin Regional Rehabilitation Research Institute.
- Reagles, K. W., Wright, G. N., & Butler, A. J. (1970a). Correlates of client satisfaction in an expanded vocational rehabilitation program. Wisconsin Studies in Vocational Rehabilitation, Series 2, Monograph XII. Madison: University of Wisconsin Regional Rehabilitation Research Institute.
- Reagles, K. W., Wright, G. N., & Butler, A. J. (1970b). A scale of rehabilitation gain for clients of an expanded vocational rehabilitation program. Wisconsin Studies in Vocational Rehabilitation, Series 2, Monograph XIII. Madison: University of Wisconsin Regional Research Institute.
- Reagles, K. W., Wright, G. N., & Chope, R. C. (1975). Final report. Wisconsin Studies in Vocational Rehabilitation, Series 3, Monograph XXIV. Madison: University of Wisconsin Regional Rehabilitation Institute.

- Rehabilitation counselor training program: Student handbook. [1982]. Springfield, MA: Rehabilitation Services Department, Division of Graduate Studies, Springfield College.
- Riel, D. R. (1977). The neglected minority. Journal of Applied Rehabilitation Counseling, 8 (3), 171-180.
- Rines, A. R. (1963). Evaluating student progress in learning the practice of nursing. New York: Teachers College Press, Columbia University.
- Roberts, R. R., & Engelkes, J. R. (1970). Who is a trained rehabilitation counselor? Rehabilitation Counseling Bulletin, 13 (3), 295-299.
- Roessler, R. T. (1981a). Program evaluation in independent living rehabilitation. Journal of Applied Rehabilitation Counseling, 12 (4), 200-204.
- Roessler, R. T. (1981b). Training independent living rehabilitation specialists. Journal of Rehabilitation, 47 (2), 36-39.
- Rosenblum, L., & Rusalem, H. (1976). The consumer and the rehabilitation process. In H. Rusalem & D. Malikin (Eds.), Contemporary vocational rehabilitation (pp. 87-97). New York: New York University Press.
- Ross, C. K. (1979). Practitioner skills: A theoretical framework for practice. Journal of Rehabilitation, 45 (2), 44-47.
- Rosse, A. A., & Peters, J. S., II. (1958). Rehabilitation counselors in public agencies. Personnel and Guidance Journal, 36 (7), 486-488.
- Rowe, W., Murphy, H. B., & De Csipkes, R. A. (1975). The relationship of counselor characteristics and counseling effectiveness. Review of Educational Research, 45 (2), 231-246.
- Rubin, J. (Ed.) with LaPorte, V. (1982). Alternatives in rehabilitating the handicapped: A policy analysis. New York: Human Sciences Press, 1982.
- Rubin, S. E. (1976). Facilitative case management--A training package for rehabilitation counselors. In S. A. Grand (Ed.), Severe disability and rehabilitation counselor training (pp. 8-20). Proceedings of a National Council on Rehabilitation Education Conference, Albany, NY.

- Rubin, S. E. (1978). Let's start viewing the role and function of rehabilitation counseling from a competency based orientation: A reaction. Journal of Applied Rehabilitation Counseling, 9 (1), 79-86.
- Rubin, S. E. (1981). Guest editorial: The content. Should the rehabilitation professional associations consolidate? Journal of Rehabilitation Counseling, 12 (2), 61-64.
- Rubin, S. E., & Emener, W. G. (1979). Recent rehabilitation counselor role changes and role strain--A pilot investigation. Journal of Applied Rehabilitation Counseling, 10 (3), 142-147.
- Rubin, S. E., & Porter, T. L. (1979). Rehabilitation counselor and vocational evaluation competencies. Journal of Rehabilitation, 45 (1), 42-45.
- Rubin, S. E., & Reagles, K. W. (1976). Assessment of counselor performance. In B. Bolton (Ed.), Handbook of measurement and evaluation in rehabilitation (pp. 327-343). Baltimore, MD: University Park Press.
- Rubin, S., & Roessler, R. (1978). Foundations of the vocational rehabilitation process. Baltimore, MD: University Park Press.
- Rule, W., & Wright, K. (1974). A new slant to established values: Accountability and counselor reward. Journal of Applied Rehabilitation Counseling, 5 (4), 191-195.
- Rule, W. R., & Wright, K. C. (1981). Rehabilitation's unheralded partner: Economics. Journal of Applied Rehabilitation Counseling, 12 (4), 208-211.
- Rusalem, H. (1969). The research role. In D. Malikin & H. Rusalem (Eds.), Vocational rehabilitation of the disabled: An overview (pp. 155-171). New York: New York University Press.
- Rusalem, H. (1976). Personalized recent history of vocational rehabilitation in America. In H. Rusalem & D. Malikin (Eds.), Contemporary vocational rehabilitation (pp. 29-45). New York: New York University Press.
- Rusalem, H., & Malikin, D. (Eds.). (1976a). Contemporary vocational rehabilitation. New York: New York University Press.
- Rusalem, H., & Malikin, D. (1976b). Old problems seeking new solutions. In H. Rusalem & D. Malikin (Eds.), Contemporary vocational rehabilitation (pp. 239-250). New York: New York University Press.

- Salasin, S. (1977). Integrating evaluation findings---Complementary uses of decision theory and the cluster approach. An interview with Marcia Guttentag and Richard Light. Evaluation, 4, 178-188.
- Sales, A. (1979). Rehabilitation counseling in the private sector: Implications for graduate training. Journal of Rehabilitation, 45 (3), 59-61, 72.
- Salomone, P. R. (1972). Professionalism and unionism in rehabilitation counseling. Rehabilitation Counseling Bulletin, 15 (3), 137-146.
- Sather, W. S., Wright, G. N., & Butler, A. J. (1968). An instrument for the measurement of counselor orientation. Wisconsin Studies in Vocational Rehabilitation, Monograph IX. Madison: University of Wisconsin Rehabilitation Research Institute.
- Schenzinger, A. R. (1981). An alternate evaluation tool for the measurement of vocational rehabilitation counselor performance. Journal of Applied Rehabilitation Counseling, 12 (1), 27-31.
- Schutz, R. E. (1979). Where we've been, where we are, and where we're going in educational R & D. Educational Research, 8 (8), 6-8, 24.
- Scofield, M. E., & Andrews, J. A. (1981). Finding a job in human services: The value of rehabilitation counselor competencies. Journal of Applied Rehabilitation Counseling, 12 (3), 146-150.
- Scofield, M. E., Berven, N. L., & Harrison, R. P. (1981). Competence, credentialing, and the future of rehabilitation. Journal of Rehabilitation, 47 (1), 31-35.
- Scofield, M. E., & Scofield, B. J. (1978). Ethical concerns in clinical practice supervision. Journal of Applied Rehabilitation Counseling, 9 (2), 27-29.
- Scorzelli, J. F. (1973). The evaluation of rehabilitation counselor education programs by graduates. Unpublished doctoral dissertation, University of Wisconsin.
- Scorzelli, J. F. (1975). Reactions to program content of a rehabilitation counseling program. Journal of Applied Rehabilitation Counseling, 6 (3), 172-177.
- Scorzelli, J. F. (1979). Assessing the content of a rehabilitation counseling program. Journal of Applied Rehabilitation Counseling, 9 (4), 184-186.
- Selby, D. (1971). Accountability: Why and how. Journal of Rehabilitation, 43 (2), 25-27.

- Sendroff, P., Wolin, S. J., Luzader, C., & Williams, S. (1974). Clinical supervision for rehabilitation counselors. Journal of Applied Rehabilitation Counseling, 5 (4), 220-231.
- Seventh Institute of Rehabilitation Issues. (1980). Implementation of independent living programs in rehabilitation. Hot Springs: University of Arkansas Rehabilitation Research and Training Center.
- Shea, S. (1981). Standards for the evaluation of rehabilitation programs. In K. W. Reagles & R. M. Crystal (Eds.), Michigan Studies in Rehabilitation, Series I, Monograph IV (pp. 43-49). Ann Arbor: University of Michigan Rehabilitation Research Institute.
- Shrey, D. E. (1979). The rehabilitation counselor in industry: A new frontier. Journal of Applied Rehabilitation Counseling, 9 (4), 168-172.
- Sigelman, C. (1978). What is a scree to me, or me to a scree?: Factor analysis in rehabilitation research. Rehabilitation Counseling Bulletin, 22 (2), 168-170.
- Sigelman, C. K., Flexer, R. W., Spanhel, C. L., & DeSanctis, M. (1979). Rehabilitation's partnership with the schools in vocational programming for handicapped youth: A survey. Journal of Applied Rehabilitation, 10 (4), 208-213.
- Silver, D. L. (1969). A look at evaluation of VR counselor performance. Journal of Rehabilitation, 35 (6), 13-14.
- Sinick, D. (1977). Vocational counseling trends in rehabilitation settings. Journal of Rehabilitation, 43 (3), 19-21.
- Sink, J. M., & Craft, D. (1982). Legislation affecting rehabilitation of older people: Present and future. Journal of Rehabilitation, 47 (4), 85-89.
- Sink, J. M., & Porter, T. L. (1978). Convergence and divergence in rehabilitation counseling and vocational evaluation. Journal of Applied Rehabilitation Counseling, 9 (1), 5-20.
- Sink, J. M., Porter, T. L., Rubin, S. E., & Painter, L. C. (1979). Competencies related to the work of the rehabilitation counselor and vocational evaluator, Volume 1. Athens: The University of Georgia Printing Department.
- Smith, C. E. (1960). A survey of opinions of the occupational role of the rehabilitation counselor. Unpublished doctoral dissertation, University of Missouri.

- Smits, S. J., & Ledbetter, J. G. (1979). The practice of rehabilitation counseling within the administrative structure of the state-federal program. Journal of Applied Rehabilitation Counseling, 10 (2), 78-84.
- Spaniol, L. (1977). A program evaluation model for rehabilitation agencies and facilities. Journal of Rehabilitation Administration, 1 (3), 4-14.
- Stano, J. F. (1979). An investigation into the role and function of the rehabilitation counselor. Unpublished manuscript, University of Connecticut.
- Stano, J. F. (1982). Comparison of rehabilitation counseling program graduate students with four other groups on evaluation of program content of rehabilitation counselor education programs. Unpublished doctoral dissertation, University of Connecticut.
- Stark, J., & Austin, A. E. (1983). Students and accreditation. in K. E. Young, E. M. Chambers, H. R. Kells, & Associates, Understanding accreditation: Contemporary perspectives on issues and practices in evaluation of educational quality (pp. 211-232). San Francisco: Jossey-Bass.
- Staropoli, C. J., & Waltz, C. F. (1978). Developing and evaluating educational programs for health care providers. Philadelphia, PA: F. A. Davis.
- Steger, J. M. (1974). A multi-disciplinary model for undergraduate education in rehabilitation. Rehabilitation Counseling Bulletin, 18 (1), 12-20.
- Steger, J. M. (1977). Rehabilitation counselor education and competency-based instruction. Rehabilitation Counseling Bulletin, 20 (4), 260-266.
- Stoddard, L. (1978). Employer accountability. In D. J. Tate & R. E. Hoskinson (Eds.), Evaluation and accountability in business education (pp. 63-73). Reston, VA: National Business Education Association.
- Stoddard, S. (1983). Evaluating program methods and results. In N. M. Crewe & I. K. Zola, Independent living for disabled people (pp. 273-291). San Francisco: Jossey-Bass.
- Struthers, R. D. (1981). Dimensions of a state agency program evaluation unit: A state agency perspective. In K.W. Reagles & R. M. Crystal (Eds.), Michigan Studies in Rehabilitation, Series I, Monograph IV (pp. 15-28). Ann Arbor: University of Michigan Rehabilitation Research Institute.

- Sullivan, M. (1982). A follow-up study of rehabilitation counseling graduates. Journal of Applied Rehabilitation Counseling, 13 (1), 6-10.
- Super, D. E. (1964). The professional status and affiliations of vocational counselors. In H. Borow (Ed.), Man in a world of work (pp. 557-585). Boston: Houghton Mifflin.
- Sussman, H. B., & Haug, M. R. (1967). The practitioners: Rehabilitation counselors in three work settings. Working paper No. 4. Cleveland, Ohio: Western Reserve University, 1967.
- Sussman, H. B., Haug, M. R., Hagan, F. E., Ketson, G. C., & Williams, G. K. (1975). Rehabilitation counseling in transition: Some findings. Journal of Rehabilitation, 41 (3), 27-33.
- Sussman, M. B. (1982). Vocational rehabilitation perspectives for policy analysis and change. In J. Rubin (Ed.) with V. LaPorte, Alternatives in rehabilitating the handicapped: A policy analysis (pp. 151-187). New York: Human Services Press.
- Tate, D. J., & Hoskinson, R. E. (Eds.). (1978). Evaluation and accountability in business education. New York: National Business Education Association.
- Third Institute on Rehabilitation Issues. (1977a). Legal concerns of the rehabilitation counselor, Part I. Journal of Applied Rehabilitation Counseling, 8 (1), 5-14.
- Third Institute on Rehabilitation Issues. (1977b). Legal concerns of the rehabilitation counselor, Part II. Journal of Applied Rehabilitation Counseling, 8 (2), 66-83.
- Third Institute on Rehabilitation Issues. (1977c). Legal concerns of the rehabilitation counselor, Part III. Journal of Applied Rehabilitation Counseling, 8 (3), 130-149.
- Third Institute on Rehabilitation Issues. (1977d). Legal concerns of the rehabilitation counselor, Part IV. Journal of Applied Rehabilitation Counseling, 8 (4), 194-207.
- Thomas, K. R. (1982). A critique of trends in rehabilitation counselor education toward specialization. Journal of Rehabilitation, 48 (1), 49-51.
- Thomas, K. R., & Parker, R. M. (1981). Promoting counseling in rehabilitation settings. Journal of Applied Rehabilitation Counseling, 12 (2), 101-103.

- Thomas, R. E., Henke, R., & Pool, D. A. (1976). Accountability in vocational rehabilitation: Difficulties with the "26 Closure" as a criterion. Journal of Applied Rehabilitation Counseling, 7 (2), 67-75.
- Thomas, S. W. (1978). Reaction to convergence and divergence in rehabilitation counseling and vocational evaluation from a vocational evaluation service perspective. Journal of Applied Rehabilitation Counseling, 9 (1), 71-78.
- Thompson, R. J. (1978). Student follow-up and program evaluation systems. In D. J. Tate & R. E. Hoskinson (Eds.), Evaluation and accountability in business education (pp. 115-126). Reston, VA: National Business Education Association.
- Thoreson, R. W., Lonnquist, D. E., McGowan, J. F., & Engelkes, J. R. (1976). A survey of the opinions of professionals in ARCA, NRCA, and CRCC regarding organizational merger. Rehabilitation Counseling Bulletin, 19 (3), 512-515.
- Thrall, R. M., & Glass, L. (1981). Benefit-cost analysis as a program evaluation technique for rehabilitation agencies. In K. W. Reagles & R. M. Crystal (Eds.), Michigan Studies in Rehabilitation, Series I, Monograph IV (pp. 123-135). Ann Arbor: University of Michigan Rehabilitation Research Institute.
- Tipton, R. M., & Wenger, H. D. (1970). Evaluation of a short-term program for orientation of field counselors to psychiatric rehabilitation. Journal of Applied Rehabilitation Counseling, 1 (1), 10-15.
- Tripp, J. E. (1976). Perceptions of state vocational rehabilitation counselors, supervisors, and administrators of CORE competencies for professional vocational rehabilitation counseling. Journal of Applied Rehabilitation Counseling, 7 (2), 102-113.
- Tuckman, B. W. (1979). Evaluating instructional programs. Boston: Allyn & Bacon.
- Ugland, D. (1981). Minnesota rehabilitation personnel manpower survey, 1980-1981. Journal of Applied Rehabilitation Counseling, 12 (3), 156-159.
- Usdane, W. M. (1974). Placement personnel: A graduate program concept. Journal of Rehabilitation, 40 (2), 12-13.
- Vandergoot, D., & Jacobsen, R. J. (1979). Identifying, developing, and using community resources in rehabilitation counseling. Journal of Applied Rehabilitation Counseling, 9 (4), 159-163.

- Vandergoot, D., & Lawrence, R. E. (1978). The coordinator's role in the graduate rehabilitation counselor education programs. Rehabilitation Counseling Bulletin, 21 (3), 204-207.
- Veenman, S. (1984). Perceived problems of beginning teachers. Review of Educational Research, 54 (2), 143-178.
- Vernon, M., Bussey, P., & Scalzone, D. J. (1979). The "Closure System" and accountability in vocational rehabilitation. Journal of Rehabilitation, 45 (4), 45-47.
- Walls, R. T., & Tseng, M. S. (1976). Measurement of client outcomes in rehabilitation. In B. Bolton (Ed.), Handbook of measurement and evaluation in rehabilitation (pp. 207-225). Baltimore, MD: University Park Press.
- Walton, K. M., Schwab, L. O., Cassatt-Dunn, M. A., & Wright, V. K. (1980). Independent living, techniques and concepts: Perceptions by professionals in rehabilitation. Journal of Rehabilitation, 46 (3), 57-63.
- Warren, S. L. (1957). Internship program for rehabilitation counselors. Journal of Rehabilitation, 23 (3), 4-5, 20.
- Welch, G. T. (1982). Private and public rehabilitation. In J. Rubin (Ed.) with V. LaPorte, Alternatives in rehabilitating the handicapped: A policy analysis (pp. 215-227). New York: Human Services Press.
- Whitehouse, F. (1969). Professional concepts. In D. Malikin & H. Rusalem (Eds.), Vocational rehabilitation of the disabled: An overview (pp. 245-273). New York: New York University Press.
- Whitehouse, F. A. (1975). Rehabilitation clinician: The present and emerging role of the rehabilitation counselor. Journal of Rehabilitation, 41 (3), 24-26.
- Whitehouse, F. A. (1976). Some characteristics of comprehensive rehabilitation teamwork. In H. Rusalem & D. Malikin (Eds.), Contemporary vocational rehabilitation (pp. 215-234). New York: New York University Press.
- Whitten, E. B. (1957). Rehabilitation counselor education. Journal of Rehabilitation, 23 (3), 2, 14.
- Wilkinson, M. W. (1975). Leisure: An alternative to the meaning of work. Journal of Applied Rehabilitation Counseling, 6 (2), 73-77.

- Wilkinson, M. W. (1977). Rehabilitation counseling: In critical condition. Journal of Applied Rehabilitation Counseling, 8 (1), 15-21.
- Wilkinson, M. W. (1978). Vocational evaluation and rehabilitation counseling: Who can do what in the rehabilitation process? Journal of Applied Rehabilitation Counseling, 9 (1), 55-57.
- Willey, D. A. (1979). Caseload management for the vocational rehabilitation counselor in a state agency. Journal of Applied Rehabilitation Counseling, 9 (4), 152-158.
- Williams, M. G. (1981). Independent living and older people. Journal of Rehabilitation, 47 (4), 69-71.
- Windle, C., & Woy, J. R. (1977). When to apply various program evaluation approaches. Evaluation, 4, 35-37.
- Wolf, A. (1979). In response to the case for an independent association of rehabilitation counselors. Journal of Applied Rehabilitation Counseling, 10 (4), 177-178.
- Worthen, B. R., & Sanders, J. R. (1973). Educational evaluation: Theory and practice. Worthington, OH: Charles A. Jones.
- Wright, G. N. (1974). Interchange...from the president. Rehabilitation Counseling Bulletin, 18 (2), 68-69.
- Wright, G. N. (1980). Total rehabilitation. Boston, MA: Little, Brown and Company.
- Wright, G. N. (1983). Private sector: Role of rehabilitation professionals. Washington, DC: National Rehabilitation Information Center.
- Wright, G. N., & Fraser, R. T. (1975). Task analysis for the evaluation, preparation, classification, and utilization of rehabilitation counselor-track personnel. Wisconsin Studies in Vocational Rehabilitation. Madison: University of Wisconsin Regional Rehabilitation Research Institute.
- Wright, G. N., Reagles, K. W., & Lewin, I. (1970, September). A device for systematic planning and evaluation of rehabilitation counselor education (rev.). Wisconsin Studies in Vocational Rehabilitation. Madison: University of Wisconsin Regional Rehabilitation Research Institute.
- Wright, G. N., Reagles, K. W., & Scorzelli, J. F. (1973). Measuring the effectiveness and variations of rehabilitation counselor education programs. Journal of Applied Rehabilitation Counseling, 4 (2), 76-87.

- Wright, G. N., Smits, S. J., Butler, A. J., & Thoreson, R. W. (1968). A survey of counselor perceptions. Wisconsin Studies in Vocational Rehabilitation, Monograph II. Madison: University of Wisconsin Regional Rehabilitation Research Institute.
- Young, K. E., Chambers, C. M., Kells, H. R., & Associates. (1983). Understanding accreditation: Contemporary perspectives on issues and practices in evaluating educational quality. San Francisco: Jossey-Bass.
- Zadny, J. J., & James, L. F. (1977). Time spent on placement. Rehabilitation Counseling Bulletin, 21 (1), 31-35.
- Zwillinger, E. (1979). Rehabilitation counseling curriculum conference. Rehabilitation Counseling Bulletin, 22 (1), 81-83.

APPENDIX A
REHABILITATION COUNSELOR EDUCATION ACCREDITATION EVALUATION
INDIVIDUAL QUESTIONNAIRE FOR EMPLOYERS OF GRADUATES

CORE



REHABILITATION COUNSELOR EDUCATION

ACCREDITATION EVALUATION

INDIVIDUAL QUESTIONNAIRE

FOR

EMPLOYERS OF GRADUATES

COUNCIL ON REHABILITATION EDUCATION, INC.

COUNCIL ON REHABILITATION EDUCATION ACCREDITATION EVALUATION
INDIVIDUAL QUESTIONNAIRE FOR EMPLOYERS OF GRADUATES

INSTRUCTIONS

This questionnaire is designed to obtain individual assessments about a Rehabilitation Counselor Education Program being evaluated for recognition by the Council on Rehabilitation Education. It calls for assessing graduate performance on entry level tasks that masters degree rehabilitation counselors should be able to perform. These tasks are grouped into eight distinct functional areas. A rating is to be given on each of the eight areas.

Even though individual performance is the basis for the ratings, there is no analysis of data on any individual and all responses remain confidential. The sole purpose of these ratings is to provide evidence of how well the Rehabilitation Counselor Education Program complies with Standard F.4 in the Accreditation Manual, which lists all of the tasks.

The Rating Scale

Please rate how well the graduate actually performs the tasks in each functional area, using the following scale:

1	2	3	4	5	DK
very inadequate	less than adequate	adequate	more than adequate	very adequate	don't know

You are asked to rate all eight functional areas.

Assessing the Tasks

Within each functional area you have the opportunity to identify those specific tasks on which you think graduate performance is particularly strong or particularly weak. This should be done before rating performance on the area overall. For those tasks you are asked to circle

"strong" for any task where performance is particularly strong

"weak" for any task where performance is particularly weak

"DK" for any task you don't know enough about to reach a judgment

If you regard performance on a task as neither strong nor weak, then do not give a response to that task. After you have reviewed the tasks, then rate the area overall on the 1 to 5 scale provided.

Note: A "weak" assessment on a particular task is not necessarily a negative reflection on the Rehabilitation Counselor Education Program. Each program has different emphases. Evaluation by CORE considers how well the program meets its own objectives.

Returning the Questionnaire

Upon completion of the questionnaire, please:

1. Complete the identification information on the cover letter.
2. Seal the questionnaire and cover letter in the pre-addressed return envelope and mail it to the CORE office.

-1-

Following the instructions on the previous page, please proceed to assess the performance of the graduate.

Area 1: Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients (F.4.1)

(Listed below are the 12 tasks which make up Area 1. Please circle "strong", "weak" or "DK" for appropriate tasks, according to the instructions.)

- | | | | |
|---|------|--------|----|
| a. determining a client's readiness for a particular type of counseling approach, rehabilitation service or employment | weak | strong | DK |
| b. evaluating client's stated need to determine if the service which the client is requesting is appropriate | weak | strong | DK |
| c. evaluating information about a client's problems to determine a counseling approach that might help a client adapt to a setting or situation | weak | strong | DK |
| d. consulting with psychologist or psychiatrist to clarify a report on a client in relation to rehabilitation planning | weak | strong | DK |
| e. providing integrated medical information to the client | weak | strong | DK |
| f. seeking information to assess the psychological implications of the individual's words or actions as related to his/her disability | weak | strong | DK |
| g. assessing a client's past adjustment to the work world | weak | strong | DK |
| h. interpreting the results of individual intelligence tests | weak | strong | DK |
| i. interpreting the results of personality inventories | weak | strong | DK |
| j. interpreting the results of group intelligence, aptitude and achievement tests | weak | strong | DK |
| k. interpreting the results of vocational interest inventories | weak | strong | DK |
| l. preparing abstracts of relevant materials to assist in making decisions | weak | strong | DK |

Rating Scale

NOW PLEASE GIVE YOUR RATING FOR AREA 1 OVERALL: 1 2 3 4 5 DK

-2-

Area 2: Rehabilitation Planning and Case Management for Individual Clients (F.4.2)

(Listed below are the 19 tasks which make up Area 2. Please circle "strong", "weak" or "DK" for appropriate tasks, according to the Instructions.)

- | | |
|---|----------------|
| a. determining the appropriateness of service requested by or for a client | weak strong DK |
| b. deciding the adequacy of information for making client related decisions | weak strong DK |
| c. determining appropriate resources available to implement the rehabilitation plan | weak strong DK |
| d. selecting clients to participate in a group counseling situation | weak strong DK |
| e. deciding the amount of time necessary for counseling sessions or client's decision-making process | weak strong DK |
| f. determining if a client's situation warrants referral to special resources | weak strong DK |
| g. consulting with experts in a particular field, prior to developing a training or educational program, to determine potential for final placement of the client in that field | weak strong DK |
| h. participating in a joint discussion with client in order to help arrive at a mutually acceptable rehabilitation plan | weak strong DK |
| i. negotiating an agreement on alternative services to be provided when a client has been refused a requested service | weak strong DK |
| j. negotiating an agreement on time and reason(s) for terminating rehabilitation services | weak strong DK |
| k. obtaining understanding about a client's preferred service(s) and on the respective responsibilities involved in obtaining service(s) | weak strong DK |
| l. reaching an understanding about the agency's financial responsibilities for the client's rehabilitation | weak strong DK |
| m. securing information about the existence, onset, severity and expected duration of a client's disability(ies) | weak strong DK |
| n. developing intermediate rehabilitation objectives for a client during a convalescent period | weak strong DK |
| o. reviewing case notes and supportive documentation from transferred case in order to carry out further rehabilitation activities | weak strong DK |

(continued on next page)

-3-

(Area 2 continued)

- | | |
|--|----------------|
| p. evaluating information about client's training programs | weak strong DK |
| q. interpretation of program rules and procedures to a client or significant others | weak strong DK |
| r. reviewing active case files periodically to monitor quality of case recording | weak strong DK |
| s. evaluating a rehabilitation plan with supervisor to test the feasibility and probable consequences of pursuing the plan | weak strong DK |

Rating Scale

NOW PLEASE GIVE YOUR RATING FOR AREA 2 OVERALL: 1 2 3 4 5 DK

Area 3: Career and Vocational Counseling for Individual Clients (F.4.3)

(Listed below are the ten tasks which make up Area 3. Please circle "strong", "weak" or "DK" for appropriate tasks, according to the instructions.)

- | | |
|---|----------------|
| a. selecting appropriate vocational evaluation procedures for a particular client | weak strong DK |
| b. determining level and type of training or educational program with a client | weak strong DK |
| c. evaluating client participation in or benefits being received from education, training or other program service in order to initiate or recommend necessary program modifications | weak strong DK |
| d. helping an employed client identify job adjustment problems and develop a course of action to solve them | weak strong DK |
| e. promoting a client's understanding of his/her vocational strengths and weaknesses; integrating the interpretation of vocational, psychological, and social evaluative reports as necessary | weak strong DK |
| f. securing information to determine a client's vocational skills, aptitudes and interests | weak strong DK |
| g. assisting a client regarding vocational plans when they appear unrealistic | weak strong DK |
| h. assessing the impact of cultural-ethnic and socioeconomic factors on client's vocational goals | weak strong DK |
| i. assessing the consistency of a client's vocational choice with evaluative information | weak strong DK |

(continued on next page)

-4-

(Area 3 continued)

- j. advising a client regarding the need for ambulatory/mobility techniques or environmental adaptations required to cope with the job

weak strong DK

Rating Scale

NOW PLEASE GIVE YOUR RATING FOR AREA 3 OVERALL: 1 2 3 4 5 DK

Area 4: Personal and Social Counseling for Individual Clients (F.4.4)

(Listed below are the 21 tasks which make up Area 4. Please circle "strong", "weak" or "DK" for appropriate tasks, according to the instructions.)

- | | |
|--|----------------|
| a. planning group counseling sessions and formulating overall objectives for the group | weak strong DK |
| b. identifying setting or conditions most appropriate for interviewing or counseling | weak strong DK |
| c. identifying significant person(s) in the client's life who may be helpful in resolving problems | weak strong DK |
| d. leading a weekly group counseling session focussed on adjustment and/or vocational problems | weak strong DK |
| e. providing adjustment counseling and facilitating necessary life changes in dealing with a degenerative disability | weak strong DK |
| f. maintaining a counseling relationship | weak strong DK |
| g. assisting clients to a deeper understanding of themselves and their relationship with others | weak strong DK |
| h. developing a facilitative counseling relationship | weak strong DK |
| i. engaging in a mutual determination on the nature and goals of counseling | weak strong DK |
| j. assisting a client with crisis resolution | weak strong DK |
| k. assisting in facilitating a needed change in a client-family relationship | weak strong DK |
| l. encouraging a client with a specific problem to take problem-solving action | weak strong DK |
| m. encouraging a client to discuss perceptions of services being provided | weak strong DK |
| n. assisting the client to develop the ability to cope | weak strong DK |
| o. facilitating client's decision process | weak strong DK |

(continued on next page)

-5-

(Area 4 continued)

- | | |
|---|----------------|
| p. giving clients additional information about their disabilities in a scheduled group information session(s) | weak strong DK |
| q. describing, with informed consent, the effect of a client's disability and present needs and progress to parents or guardian(s) | weak strong DK |
| r. facilitating a client's cooperation in diagnostic procedures | weak strong DK |
| s. seeking information to determine a client's conflicts, tensions and anxieties | weak strong DK |
| t. assisting the individual to identify and verbalize need for services | weak strong DK |
| u. discussing placement plans with client and staff members of community facility to alleviate client's fears regarding placement at the facility | weak strong DK |

Rating Scale

NOW PLEASE GIVE YOUR RATING FOR AREA 4 OVERALL: 1 2 3 4 5 DK

Area 5: Job Development and Placement for Individual Clients (F.4.5)

(Listed below are the 12 tasks which make up Area 5. Please circle "strong", "weak" or "DK" for appropriate tasks, according to the instructions.)

- | | |
|---|----------------|
| a. procure information from the community on the existence of businesses and industries | weak strong DK |
| b. determine the occupational classifications within businesses and industries in the community | weak strong DK |
| c. identify and contact employers to actively develop and/or identify job opportunities for rehabilitation clients | weak strong DK |
| d. evaluate job activities through the use of task analysis inventories and job analysis schedules to determine aid in job modification and restructuring | weak strong DK |
| e. provide education and/or training of prospective employers about various disabilities and any vocational implications, the use of assistive devices, job accommodation and facility services | weak strong DK |
| f. assist employers to identify, modify and/or eliminate architectural, procedural and/or attitudinal barriers to the employment and advancement of disabled individuals | weak strong DK |

(continued on next page)

-6-

(Area 5 continued)

- | | |
|--|----------------|
| g. review vocational, physical and social related data to determine client job readiness for competitive employment | weak strong DK |
| h. teach appropriate job seeking and retention skills, as needed, for competitive employment | weak strong DK |
| i. conduct individual and group counseling to facilitate work adjustment | weak strong DK |
| j. establish follow-up and/or follow-along procedures for disabled clients who are in competitive or other employment settings | weak strong DK |
| k. reading materials pertinent to the evaluation of labor market trends | weak strong DK |
| l. providing an inquirer with detailed information about vocational rehabilitation and the service programs it encompasses | weak strong DK |

Rating Scale

NOW PLEASE GIVE YOUR RATING FOR AREA 5 OVERALL: 1 2 3 4 5 DK

Area 6: Community Resources Utilization (F.4.6)

(Listed below are the 19 tasks which make up Area 6. Please circle "strong", "weak" or "DK" for appropriate tasks, according to the instructions.)

- | | |
|--|----------------|
| a. determining appropriate resources for providing family services | weak strong DK |
| b. conferring with liaison personnel at other community service agencies | weak strong DK |
| c. exchanging information with other service providers involved with the client | weak strong DK |
| d. explaining the purpose of specific programs, facilities or institutions | weak strong DK |
| e. arranging genetic counseling for a client as recommended by a medical professional | weak strong DK |
| f. referring client to a school or college setting for necessary coursework | weak strong DK |
| g. referring clients to community volunteer groups that provide needed resources | weak strong DK |
| h. contacting a resource to whom a client is being referred to determine mutual responsibilities | weak strong DK |
| i. referring client to work adjustment center or rehabilitation facility | weak strong DK |

(continued on next page)

-7-

(Area 6 continued)

- | | |
|---|----------------|
| j. referring to, and assisting client to deal with, those agencies or individuals that provide financial assistance | weak strong DK |
| k. providing information regarding availability of medical, dental or other services | weak strong DK |
| l. contacting liaison person to arrange for the acceptance of a client by the resource center | weak strong DK |
| m. arranging a learning or reality-testing experience for a client in the community | weak strong DK |
| n. determining whether rehabilitation centers or facilities, sheltered workshops, and other educational or training sites within an area provide viable occupational training | weak strong DK |
| o. consulting with representatives of community agencies in order to provide expertise in relation to the vocational problems of the disabled | weak strong DK |
| p. seeking to improve those conditions that impede the successful rehabilitation of clients with a specific disability | weak strong DK |
| q. working with community members in developing and implementing programs to improve social, vocational, educational and employment opportunities for the disabled | weak strong DK |
| r. maintaining regular contacts and attending scheduled meetings to promote cooperative efforts with representatives of other programs, halfway houses and community agencies that provide services to clients with a specific disability | weak strong DK |
| s. providing information regarding agency programs to current and potential referral sources | weak strong DK |

Rating Scale

NOW PLEASE GIVE YOUR RATING FOR AREA 6 OVERALL: 1 2 3 4 5 DK

Area 7: Recording and Reporting for Individual Clients (F.4.7)

(Listed below are the five tasks which make up Area 7. Please circle "strong", "weak" or "DK" for appropriate tasks, according to the instructions.)

- | | |
|---|----------------|
| a. developing a rehabilitation plan with a client | weak strong DK |
| b. preparing a summary report, detailing and synthesizing individual's vocational aptitudes/interests, work evaluation report, intelligence, academic achievement, etc. | weak strong DK |
| c. informing a client of reasons for denial of services | weak strong DK |

(continued on next page)

-8-

(Area 7 continued)

- | | | | |
|---|------|--------|----|
| d. writing a summary report on a rehabilitation plan | weak | strong | DK |
| e. maintaining a summary of information obtained during visits with a client or a client's family for the case record | weak | strong | DK |

Rating Scale

NOW PLEASE GIVE YOUR RATING FOR AREA 7 OVERALL: 1 2 3 4 5 DK

Area 8: Professional Participation and Development (F.4.8)

(Listed below are the 12 tasks which make up Area 8. Please circle "strong" "weak" or "DK" for appropriate tasks, according to the instructions.)

- | | | | |
|--|------|--------|----|
| a. participating in appropriate professional organizations | weak | strong | DK |
| b. involvement in current issues affecting the profession and/or client populations | weak | strong | DK |
| c. assisting in the preparation of legislative proposals to be considered on the state, or possibly federal, level | weak | strong | DK |
| d. self-initiating or participating in agency-initiated research or evaluation projects | weak | strong | DK |
| e. participating actively in regularly scheduled meetings in program area | weak | strong | DK |
| f. learning application of agency policies and procedures by reading manuals, case records and other materials | weak | strong | DK |
| g. reviewing agency's rules to determine requirements for employment and promotion | weak | strong | DK |
| h. determining methods to assess problems involved in delivering services to rehabilitation clients | weak | strong | DK |
| i. consulting with staff development specialists to establish and coordinate training efforts | weak | strong | DK |
| j. disseminating information about the program through community participation, speeches, correspondence, and the use of newspapers, articles, radio and TV programs | weak | strong | DK |
| k. participating actively in training conferences and in-service training sessions | weak | strong | DK |
| l. sharing information gained at training sessions with colleagues who did not attend | weak | strong | DK |

Rating Scale

NOW PLEASE GIVE YOUR RATING FOR AREA 8 OVERALL: 1 2 3 4 5 DK

(col 53)

THANK YOU FOR YOUR HELP!!! Please seal the questionnaire and your cover letter in the envelope provided and return it directly to the CORE office.

APPENDIX B
REHABILITATION COUNSELOR EDUCATION ACCREDITATION EVALUATION
INDIVIDUAL QUESTIONNAIRE FOR FACULTY,
STUDENTS, AGENCY CLINICAL EXPERIENCE
SUPERVISORS, AND GRADUATES

CORE



REHABILITATION COUNSELOR EDUCATION

ACCREDITATION EVALUATION

INDIVIDUAL QUESTIONNAIRE

FOR

FACULTY

STUDENTS

AGENCY CLINICAL EXPERIENCE SUPERVISORS

GRADUATES

COUNCIL ON REHABILITATION EDUCATION, INC.

Council on Rehabilitation Education Accreditation Evaluation
Individual Questionnaire

INSTRUCTIONS

This questionnaire is designed to obtain individual assessments about a Rehabilitation Counselor Education program being evaluated for recognition by the Council on Rehabilitation Education. PART I of the questionnaire calls for assessing the adequacy of the program on several of its characteristics or functions. PART II of the questionnaire calls for assessing graduate preparation on entry level tasks that masters degree rehabilitation counselors should be able to perform.

The directions for the assessments will vary from PART I to PART II, so please observe those differences as you proceed through the questionnaire.

Upon Completion of the Questionnaire

Faculty and Students are asked to:

1. Complete the identification information on the cover letter.
2. Seal the questionnaire and cover letter in the envelope provided.
3. Write your name on the outside of the envelope and return it to the coordinator of the program.

Agency Clinical Experience Supervisors and Graduates are asked to:

1. Complete the identification information on the cover letter.
2. Seal the questionnaire and cover letter in the pre-addressed return envelope and mail it to the CORE office.

PLEASE RESPOND PROMPTLY!

INSTRUCTIONS FOR PART I

The Items

Each Item is a modified statement of a standard found in the Accreditation Manual. The number in parentheses at the end of the statement is the number of the corresponding standard, and is given to assure accurate cross-referencing of your assessments.

The Rating Scale

Each Item is to be assessed using the following rating scale:

1	2	3	4	5	DK
very	less than	adequate	more than	very	don't
inadequate	adequate		adequate	adequate	know

You are asked to respond to every Item using this scale. (Note that a few Items are blocked off to be assessed by Faculty only.) If you do not have enough information about the program to be reasonably confident about assessing an Item, then circle "DK".

Assessing Sub-Items

Several Items in Part I contain a number of sub-Items. This allows you to identify specific areas of particular strength or weakness before rating the Item overall. On the sub-Items you are asked to circle

"strong" for any sub-Item you regard as a particular strength of the program

"weak" for any sub-Item you regard as a particular weakness of the program

"DK" for any sub-Item you don't know enough about to reach a judgment

If you regard a sub-Item as neither strong nor weak, then do not give a response to that sub-Item. After you have reviewed the sub-Items, then rate the Item overall on the 1 to 5 scale provided.

/ / / / / / / /

Following these instructions for PART I, please proceed to assess the adequacy of the Rehabilitation Counselor Education program.

Section A: Mission of the Rehabilitation Counselor Education ProgramRating Scale

- the program's articulation of its mission, objectives and accomplishments to students, agency personnel, related faculty, institution administration, student applicants and consumers (A.3)
- the program's provision of professional and community contributions consistent with its mission (A.6)

1 2 3 4 5 DK
(please rate
Item 2 below)

(Listed below are the four sub-Items which make up the content of Item No. 2. Please circle "strong", "weak" or "DK" for appropriate sub-Items, according to the instructions for PART I.)

- | | | | |
|---|------|--------|----|
| a. staff consultation and advisory services to rehabilitation agencies (A.6.1) | weak | strong | DK |
| b. participation in and sponsorship of conferences and in-service training for rehabilitation personnel (A.6.2) | weak | strong | DK |
| c. faculty membership and leadership in professional associations (A.6.3) | weak | strong | DK |
| d. faculty activities in presentations, papers and research (A.6.4) | weak | strong | DK |

NOW PLEASE GIVE YOUR RATING FOR ITEM 2 OVERALL:

1 2 3 4 5 DK

-2-

Section B: RCE Organization and AdministrationRating Scale

F	3. program recognition and support within the Institution (B.1)	1 2 3 4 5 DK
A		
C	4. Interaction and channels of communication with related programs In the institution (B.2)	1 2 3 4 5 DK
U		
O	5. financial support of the program (B.3)	1 2 3 4 5 DK.
L		
N	6. preservation of academic freedom in program administration and financing (B.4)	1 2 3 4 5 DK
T		
L		
Y		
Y		
	7. collaboration with instructional, research and clinical facilities outside the Institution (B.5)	1 2 3 4 5 DK
	8. evaluation and modification of the program through self-evaluation, professional groups, student groups and consumer groups (B.6)	1 2 3 4 5 DK
	9. delegation of program responsibility and authority to the coordinator and faculty (B.7)	1 2 3 4 5 DK
	10. regular review and improvement of RCE program management (B.8)	1 2 3 4 5 DK
F	11. support clerical staff (B.9.1)	1 2 3 4 5 DK
A		
C	12. records and data processing (B.9.2)	1 2 3 4 5 DK
U		
O	13. staff offices (B.9.4)	1 2 3 4 5 DK
L		
N	14. office equipment (B.9.8)	1 2 3 4 5 DK
T		
L		
Y		
Y		
	15. Instructional quarters (B.9.3)	1 2 3 4 5 DK
	16. student work and research facilities (B.9.5)	1 2 3 4 5 DK
	17. clinical observation facilities and equipment (B.9.6)	1 2 3 4 5 DK
	18. RCE materials (B.9.7)	1 2 3 4 5 DK
	19. Instructional media facilities and equipment (B.9.9)	1 2 3 4 5 DK
	20. accessibility and usability of RCE facilities and resources by the disabled (B.10)	1 2 3 4 5 DK
	21. continuing and effective recruitment policies and procedures (B.11)	(please rate Item 21 on next page)
<p>(Listed below are the six sub-items which make up the content of Item No. 21. Please circle "strong", "weak" or "DK" for appropriate sub-items, according to the Instructions for PART I.)</p> <p>a. Identification of potential student groups consistent with program's mission (B.11.1) weak strong DK</p> <p>b. availability of financial support for target groups (B.11.2) weak strong DK</p> <p>c. quality of recruitment material (B.11.3) weak strong DK</p> <p>d. distribution of recruitment material (B.11.4) weak strong DK</p> <p>e. consideration and equitable representation of disabled and non-white individuals approached in recruitment (B.12) weak strong DK</p>		

(continued on next page)

-3-

Rating Scale

(Item 21 continued)

- f. consideration given to academic performance and potential, career goals, personal characteristics, occupational background and avocational experience in screening procedures and admission requirements (B.14) weak strong DK

NOW PLEASE GIVE YOUR RATING FOR ITEM 21 OVERALL:

1 2 3 4 5 DK

Section C: Academic Program

- | | |
|--|--------------|
| 22. maintenance and periodic review of academic standards (C.3) | 1 2 3 4 5 DK |
| 23. level of academic study adequate to graduate level professional training needs (C.4) | 1 2 3 4 5 DK |
| 24. provision for study of methods of vocational evaluation (C.5.1) | 1 2 3 4 5 DK |
| 25. provision for study of planning client vocational rehabilitation services (C.5.2) | 1 2 3 4 5 DK |
| 26. provision for study of theories and practices of assessment and evaluation (C.5.3) | 1 2 3 4 5 DK |
| 27. provision for study of client advocacy (C.5.4) | 1 2 3 4 5 DK |
| 28. provision for study of counseling theories and practices (individual and group) (C.5.5) | 1 2 3 4 5 DK |
| 29. provision for study of community services and resources (C.5.6) | 1 2 3 4 5 DK |
| 30. provision for study of vocational placement (C.5.7) | 1 2 3 4 5 DK |
| 31. provision for study of follow-up and/or follow-along services (C.5.8) | 1 2 3 4 5 DK |
| 32. provision for study of environmental (i.e., psychological, sociological, cultural) impact on aspects of disability (C.5.9) | 1 2 3 4 5 DK |
| 33. provision for study of job analysis and job modification and restructuring (C.5.10) | 1 2 3 4 5 DK |
| 34. provision for study of work adjustment theories and practices (C.5.11) | 1 2 3 4 5 DK |
| 35. provision for study of relationships with other disciplines (C.5.12) | 1 2 3 4 5 DK |
| 36. provision for study of sources of occupational information and labor market trends (C.5.13) | 1 2 3 4 5 DK |
| 37. provision for study of requirements and characteristics of a variety of occupations (C.5.14) | 1 2 3 4 5 DK |
| 38. provision for study of medical aspects of disabilities (C.5.15) | 1 2 3 4 5 DK |
| 39. provision for study of theoretical basis of behavior and personality (C.5.16) | 1 2 3 4 5 DK |
| 40. provision for study of functional limitations of disability (C.5.17) | 1 2 3 4 5 DK |
| 41. provision for study of theories of career development (C.5.18) | 1 2 3 4 5 DK |
| 42. provision for study of current issues in rehabilitation counseling (C.5.19) | 1 2 3 4 5 DK |
| 43. provision for study of rehabilitation research literature (C.5.20) | 1 2 3 4 5 DK |
| 44. provision for study of research methods and analysis (C.5.21) | 1 2 3 4 5 DK |

-4-

- | | <u>Rating Scale</u> |
|---|------------------------------------|
| 45. provision for study of history and philosophy of rehabilitation (C.5.22) | 1 2 3 4 5 DK |
| 46. provision for study of legislation affecting the disabled (C.5.23) | 1 2 3 4 5 DK |
| 47. provision for study of organizational structure of the state-federal vocational rehabilitation system (C.5.24) | 1 2 3 4 5 DK |
| 48. provision for study of case management, e.g., case findings, coordinating services, recording (C.5.25) | 1 2 3 4 5 DK |
| 49. provision for study of legal and ethical tenets for the practice of rehabilitation counseling (C.5.26) | 1 2 3 4 5 DK |
| 50. assessment of and remedial opportunities in basic communication skills, verbal expression and written expression (C.6) | 1 2 3 4 5 DK |
| 51. relevance of the general curriculum and course content to professional objectives and the objectives of the program (C.7) | 1 2 3 4 5 DK |
| 52. core course curriculum flexibility for student personal growth and development and pursuit of special interests (C.9) | 1 2 3 4 5 DK |
| 53. early firsthand experience in a variety of rehabilitation settings (C.11) | 1 2 3 4 5 DK |
| 54. the impact and effectiveness of clinical instruction and applied experience | (please rate Item 54 on next page) |

(Listed below are the 22 sub-items which make up the content of Item No. 54. Please circle "strong", "weak" or "DK" for appropriate sub-items, according to the instructions for PART I.)

- | | |
|--|----------------|
| a. general effectiveness of clinical instruction for meeting the objectives of the RCE program and its students (C.18.1) | weak strong DK |
| b. effectiveness of clinical instruction for developing knowledge of human behavior (C.18.2) | weak strong DK |
| c. effectiveness of clinical instruction for developing knowledge of rehabilitation practices (C.18.3) | weak strong DK |
| d. exposure of students to vocational rehabilitation counseling agencies (C.18.4) | weak strong DK |
| e. amount of time RCE trainees spend in agencies (C.18.5) | weak strong DK |
| f. intensiveness of faculty supervision and monitoring of student in clinical experiences (C.18.6) | weak strong DK |
| g. quality of clinical practice classes, seminars, or group meetings (C.18.7) | weak strong DK |
| h. quality of agency supervision of students (C.18.8) | weak strong DK |
| i. location of training agency facilities (C.18.9) | weak strong DK |
| j. quality of agency professional staffs (C.18.10) | weak strong DK |

(continued on next page)

-5-

(Item 54 continued)

Rating Scale

k. quality of agency relationship with RCE program (C.18.11)	weak strong DK
l. number of clinical experience positions available locally to students (C.18.12)	weak strong DK
m. physical facilities and equipment for students in clinical experience agencies' (C.18.13)	weak strong DK
n. RCE training manual for agency use (Instructional guides, student evaluation procedures, etc.) (C.18.14)	weak strong DK
o. evaluation of student performance by agency clinical experience supervisor and faculty (C.18.15)	weak strong DK
p. appropriateness for RCE students of facilities used as clinical experience sites (C.18.16)	weak strong DK
q. development by RCE program of community facilities as clinical experience sites (C.18.17)	weak strong DK
r. RCE program assistance to agency clinical experience supervisors (e.g., training in supervisory techniques and other university services) (C.18.18)	weak strong DK
s. communication between the RCE program and clinical experience agencies (C.18.19)	weak strong DK
t. student satisfaction from the clinical experience (C.18.20)	weak strong DK
u. experience in working with clients with more severe disabilities (C.18.21)	weak strong DK
v. exposure to and work with consumer managed self help organizations, on campus or in the community (C.18.22)	weak strong DK

NOW PLEASE GIVE YOUR RATING FOR ITEM 54 OVERALL:

1 2 3 4 5 DK

Section D: RCE Faculty

- | | |
|--|--------------|
| 55. faculty number and composition to carry out all aspects of the program and to maintain status within the institution (D.1) | 1 2 3 4 5 DK |
| 56. program solicitation of representation of disabled, non-white and females on the faculty (D.2) | 1 2 3 4 5 DK |
| 57. qualifications of the faculty appropriate to the program objectives and to Rehabilitation Counseling, in general (D.3) | 1 2 3 4 5 DK |
| 58. faculty responsibilities appropriate to the needs and objectives of the RCE program and commensurate with the rank and tenure of the responsible faculty (D.4) | 1 2 3 4 5 DK |
| 59. faculty engagement in placement activities for students completing the RCE program (D.6) | 1 2 3 4 5 DK |

-6-

		<u>Rating Scale</u>
60.	policy and practice regarding distribution of faculty time (teaching, research, community service, professional service, etc.) (D.8.1)	1 2 3 4 5 DK
61.	fulfillment of responsibilities by faculty (D.8.2)	1 2 3 4 5 DK
62.	faculty-student contact and communication (D.8.4)	1 2 3 4 5 DK
63.	faculty advisement function (D.8.5)	1 2 3 4 5 DK
64.	qualifications of the coordinator (D.8.11)	1 2 3 4 5 DK
F A C U L T Y	65. faculty morale and job satisfaction (D.8.3)	1 2 3 4 5 DK
	66. work load of faculty (D.8.6)	1 2 3 4 5 DK
	67. faculty salary levels (D.8.7)	1 2 3 4 5 DK
	68. faculty fringe benefits (retirement plan, insurance, sabbatical) (D.8.8)	1 2 3 4 5 DK
	69. promotion policy and tenure (D.8.9)	1 2 3 4 5 DK
70.	faculty's orientation toward rehabilitation (D.8.12)	1 2 3 4 5 DK
71.	accessibility of faculty to students (D.18.13)	1 2 3 4 5 DK

Section E: RCE Students

72.	communication between students and faculty for clarification of program requirements and for student feedback about program (E.1)	1 2 3 4 5 DK
73.	guidance and opportunities to assure the graduation of qualified students (E.3)	1 2 3 4 5 DK
74.	representation of disabled and non-white students (E.4)	1 2 3 4 5 DK
75.	student academic achievement and ability--course grades and clinical skills of RCE students (compared with students in other helping professions) (E.6.1&2)	1 2 3 4 5 DK
76.	student development of necessary academic knowledge (E.6.3)	1 2 3 4 5 DK
77.	student development of necessary clinical skills (E.6.4)	1 2 3 4 5 DK
78.	student professional orientation	(please rate Item 78 below)

(Listed below are the three sub-items which make up the content of Item No. 78. Please circle "strong", "weak" or "DK" for appropriate sub-items, according to the Instructions for Part I.)

- a. student identification with and commitment to the profession of rehabilitation counseling (E.6.5) weak strong DK
- b. student likelihood of entering the rehabilitation counseling profession (E.6.6) weak strong DK
- c. student satisfaction with profession of rehabilitation counseling (E.6.7) weak strong DK

Rating Scale

NOW PLEASE GIVE YOUR RATING FOR ITEM 78 OVERALL:

1 2 3 4 5 DK

-7-

Rating Scale**79. student interaction and involvement**(please rate
item 79 below)

(Listed below are the six sub-items which make up the content of item No. 79. Please circle "strong", "weak" or "DK" for appropriate sub-items, according to the instructions for Part I.)

- | | |
|---|----------------|
| a. student interaction with other RCE students (E.6.8) | weak strong DK |
| b. student interaction with students and faculty in other helping professions (E.6.9) | weak strong DK |
| c. student interaction with consumers (E.6.10) | weak strong DK |
| d. student chapters or membership in professional organizations and divisions (e.g., Division 22 of APA, ARCA, NRCA) (E.6.11) | weak strong DK |
| e. student participation in program discussions affecting students (E.6.12) | weak strong DK |
| f. student contribution in community rehabilitation services as volunteers (E.6.13) | weak strong DK |

NDW PLEASE GIVE YOUR RATING FOR ITEM 79 OVERALL:

1 2 3 4 5 DK

- | | |
|--|--------------|
| 80. satisfaction of RCE students with the program in relation to own professional goals (E.6.14) | 1 2 3 4 5 DK |
| 81. recognition of student contributions (E.6.15) | 1 2 3 4 5 DK |
| 82. availability of financial support for current students in need (E.6.16) | 1 2 3 4 5 DK |
| 83. accommodation of needs of financially disadvantaged students (E.6.17) | 1 2 3 4 5 DK |
| 84. accommodation of needs of non-white and disabled students (E.6.18) | 1 2 3 4 5 DK |
| 85. retention and graduation success (ratio of dropouts and transfers to graduates) (E.6.19) | 1 2 3 4 5 DK |
| 86. availability of individual and group experiences for students in the role of counselees (E.6.20) | 1 2 3 4 5 DK |
| 87. satisfaction of the RCE program with the progress of its students (E.6.21) | 1 2 3 4 5 DK |

Section F: RCE Graduates**88. graduate employment and contribution record**(please rate
item 88 on
next page)

(Listed below are the six sub-items which make up the content of item No. 88. Please circle "strong", "weak" or "DK" for appropriate sub-items, according to the instructions for Part I.)

- | | |
|--|----------------|
| a. percentage of graduates employed in public or private vocational rehabilitation or other agencies for the handicapped (F.1.1) | weak strong DK |
| b. percentage of graduates employed in helping professions utilizing their RCE preparation (F.1.2) | weak strong DK |

(continued on next page)

-8-

(Item 88 continued)

Rating Scale

- | | |
|--|----------------|
| c. percentage of graduates employed in counseling or related human service professions (F.1.3) | weak strong DK |
| d. percentage of graduates who pursue doctoral studies in rehabilitation counseling (F.1.4) | weak strong DK |
| e. percentage of graduates (master's degree and doctoral) who are working in RCE teaching or rehabilitation research positions (F.1.5) | weak strong DK |
| f. contribution of program graduates to the field of vocational rehabilitation (F.1.6) | weak strong DK |

NOW PLEASE GIVE YOUR RATING FOR ITEM 88 OVERALL: 1 2 3 4 5 DK

89. RCE program assistance to graduates in securing appropriate employment (F.2)

1 2 3 4 5 DK

90. Graduates' work habits, personality and maturity (F.3)

(please rate Item 90 below)

(Listed below are the three sub-items which make up the content of Item No. 90. Please circle "strong", "weak" or "DK" for appropriate sub-items, according to the instructions for Part I.)

- | | |
|---|----------------|
| a. graduates' efficient work habits in performing routine and necessary assignments, ability to work through channels, follow supervisor's instructions, organize work efficiently and utilize time effectively (F.3.1) | weak strong DK |
| b. graduates' affective work personality including ability to: tolerate stress, ambiguity, use common sense, be open, flexible, conscientious, resourceful and enthusiastic (F.3.2) | weak strong DK |
| c. graduates' personal maturity, adjustment and commitment to the profession (F.3.3) | weak strong DK |

Rating Scale

NOW PLEASE GIVE YOUR RATING FOR ITEM 90 OVERALL: 1 2 3 4 5 DK

Please proceed to the instructions for PART II on the next page.

INSTRUCTIONS FOR PART II

Part II of the questionnaire calls for assessing the preparation of graduates to perform on entry level tasks that masters degree rehabilitation counselors should be able to perform. The perspective for rating preparation is different for each respondent group, as follows:

Graduates--rate how well you were prepared to perform the tasks, whether or not you have the opportunity to perform them.

Students--rate how well you are being prepared to perform the tasks.

Agency Clinical Experience Supervisors and Faculty--rate how well the Rehabilitation-Counselor Education Program is preparing graduates to perform the tasks.

Assessing the Eight Functional Areas

The performance tasks are sorted into eight different functional areas. You are asked to rate each of these areas overall, using the 1 to 5 rating scale defined in Part I.

Assessing the Tasks

Within each functional area you have the opportunity to identify those specific tasks for which you think preparation is particularly strong or particularly weak. This should be done before rating the area overall. For those tasks you are asked to circle

"strong" for any task for which preparation is a particular strength of the program

"weak" for any task for which preparation is a particular weakness of the program

"DK" for any task you don't know enough about to reach a judgment

If you regard preparation for a task as neither strong nor weak, then do not give a response to that task. After you have reviewed the tasks, then rate the area overall on the 1 to 5 scale provided.

NOTE: A low rating on a particular task is not necessarily a negative reflection on the Rehabilitation Counselor Education Program being evaluated. Each program has different emphases. Evaluation by CORE considers how well the program meets its own mission and objectives.

/ / / /

Following these instructions for Part II, please proceed to assess the preparation of graduates.

Area 1: Interpretation of Medical, Educational, Social, Vocational Evaluations for Individual Clients (F.4.1).

(Listed below are the 12 tasks which make up Area 1. Please circle "strong", "weak" or "DK" for appropriate tasks, according to the instructions for Part II.)

- | | |
|---|----------------|
| a. determining a client's readiness for a particular type of counseling approach, rehabilitation service or employment | weak strong DK |
| b. evaluating client's stated need to determine if the service which the client is requesting is appropriate | weak strong DK |
| c. evaluating information about a client's problems to determine a counseling approach that might help a client adapt to a setting or situation | weak strong DK |
| d. consulting with psychologist or psychiatrist to clarify a report on a client in relation to rehabilitation planning | weak strong DK |
| e. providing integrated medical information to the client | weak strong DK |

(continued on next page)

-10-

(Area 1 continued)

f. seeking information to assess the psychological implications of the individual's words or actions as related to his/her disability	weak	strong	DK
g. assessing a client's past adjustment to the work world	weak	strong	DK
h. interpreting the results of individual intelligence tests	weak	strong	DK
i. interpreting the results of personality inventories	weak	strong	DK
j. interpreting the results of group intelligence, aptitude and achievement tests	weak	strong	DK
k. interpreting the results of vocational interest inventories	weak	strong	DK
l. preparing abstracts of relevant materials to assist in making decisions	weak	strong	DK

Rating Scale

NOW PLEASE GIVE YOUR RATING FOR AREA 1 OVERALL:

1 2 3 4 5 DK

Area 2: Rehabilitation Planning and Case Management for Individual Clients (F.4.2)

(Listed below are the 19 tasks which make up Area 2. Please circle "strong", "weak" or "DK" for appropriate tasks, according to the instructions for Part II.)

a. determining the appropriateness of service requested by or for a client	weak	strong	DK
b. deciding the adequacy of information for making client related decisions	weak	strong	DK
c. determining appropriate resources available to implement the rehabilitation plan	weak	strong	DK
d. selecting clients to participate in a group counseling situation	weak	strong	DK
e. deciding the amount of time necessary for counseling sessions or client's decision-making process	weak	strong	DK
f. determining if a client's situation warrants referral to special resources	weak	strong	DK
g. consulting with experts in a particular field, prior to developing a training or educational program, to determine potential for final placement of the client in that field	weak	strong	DK
h. participating in a joint discussion with client in order to help arrive at a mutually acceptable rehabilitation plan	weak	strong	DK
i. negotiating an agreement on alternative services to be provided when a client has been refused a requested service	weak	strong	DK
j. negotiating an agreement on time and reason(s) for terminating rehabilitation services	weak	strong	DK

(continued on next page)

-11-

(Area 2 continued)

k. obtaining understanding about a client's preferred service(s) and on the respective responsibilities involved in obtaining service(s)	weak	strong	DK
l. reaching an understanding about the agency's financial responsibilities for the client's rehabilitation	weak	strong	DK
m. securing information about the existence, onset, severity and expected duration of a client's disability(ies)	weak	strong	DK
n. developing intermediate rehabilitation objectives for a client during a convalescent period	weak	strong	DK
o. reviewing case notes and supportive documentation from transferred case in order to carry out further rehabilitation activities	weak	strong	DK
p. evaluating information about client's training programs	weak	strong	DK
q. interpretation of program rules and procedures to a client or significant others	weak	strong	DK
r. reviewing active case files periodically to monitor quality of case recording	weak	strong	DK
s. evaluating a rehabilitation plan with supervisor to test the feasibility and probable consequences of pursuing the plan	weak	strong	DK

Rating Scale

1 2 3 4 5 DK

NOW PLEASE GIVE YOUR RATING FOR AREA 2 OVERALL:

Area 3: Career and Vocational Counseling for Individual Clients (F.4.3)

(Listed below are the ten tasks which make up Area 3. Please circle "strong", "weak" or "DK" for appropriate tasks, according to the Instructions for Part II.)

a. selecting appropriate vocational evaluation procedures for a particular client	weak	strong	DK
b. determining level and type of training or educational program with a client	weak	strong	DK
c. evaluating client participation in or benefits being received from education, training or other program services in order to initiate or recommend necessary program modifications	weak	strong	DK
d. helping an employed client identify job adjustment problems and develop a course of action to solve them	weak	strong	DK
e. promoting a client's understanding of his/her vocational strengths and weaknesses; integrating the interpretation of vocational, psychological and social evaluative reports as necessary	weak	strong	DK
f. securing information to determine a client's vocational skills, aptitudes and interests	weak	strong	DK

(continued on next page)

-12-

(Area 3 continued)

- | | |
|---|----------------|
| g. assisting a client regarding vocational plans when they appear unrealistic | weak strong DK |
| h. assessing the impact of cultural-ethnic and socio-economic factors on client's vocational goals | weak strong DK |
| i. assessing the consistency of a client's vocational choice with evaluative information | weak strong DK |
| j. advising a client regarding the need for ambulatory/mobility techniques or environmental adaptations required to cope with the job | weak strong DK |

Rating Scale

1 2 3 4 5 DK

NOW PLEASE GIVE YOUR RATING FOR AREA 3 OVERALL:

Area 4: Personal and Social Counseling for Individual Clients (F.4.4)

(Listed below are the 21 tasks which make up Area 4. Please circle "strong", "weak" or "DK" for appropriate tasks, according to the instructions for Part II.)

- | | |
|--|----------------|
| a. planning group counseling sessions and formulating overall objectives for the group | weak strong DK |
| b. identifying settings or conditions most appropriate for interviewing or counseling | weak strong DK |
| c. identifying significant person(s) in the client's life who may be helpful in resolving problems | weak strong DK |
| d. leading a weekly group counseling session focused on adjustment and/or vocational problems | weak strong DK |
| e. providing adjustment counseling and facilitating necessary life changes in dealing with a degenerative disability | weak strong DK |
| f. maintaining a counseling relationship | weak strong DK |
| g. assisting clients to a deeper understanding of themselves and their relationship with others | weak strong DK |
| h. developing a facilitative counseling relationship | weak strong DK |
| i. engaging in a mutual determination on the nature and goals of counseling | weak strong DK |
| j. assisting a client with crisis resolution | weak strong DK |
| k. assisting in facilitating a needed change in a client-family relationship | weak strong DK |
| l. encouraging a client with a specific problem to take problem-solving action | weak strong DK |
| m. encouraging a client to discuss perceptions of services being provided | weak strong DK |
| n. assisting the client to develop the ability to cope | weak strong DK |
| o. facilitating client's decision process | weak strong DK |

(continued on next page)

-13-

(Area 4 continued)

- | | | | |
|---|------|--------|----|
| p. giving clients additional information about their disabilities in a scheduled group information session(s) | weak | strong | DK |
| q. describing, with informed consent, the effect of a client's disability and present needs and progress to parent or guardian(s) | weak | strong | DK |
| r. facilitating a client's cooperation in diagnostic procedures | weak | strong | DK |
| s. seeking information to determine a client's conflicts, tensions and anxieties | weak | strong | DK |
| t. assisting the individual to identify and verbalize need for services | weak | strong | DK |
| u. discussing placement plans with client and staff members of community facility to alleviate client's fears regarding placement at the facility | weak | strong | DK |

Rating Scale

NOW PLEASE GIVE YOUR RATING FOR AREA 4 OVERALL:

1 2 3 4 5 DK

Area 5: Job Development and Placement for Individual Clients (F.4.5).

(Listed below are the 12 tasks which make up Area 5. Please circle "strong", "weak" or "DK" for appropriate tasks, according to the instructions for Part II.)

- | | | | |
|---|------|--------|----|
| a. procure information from the community on the existence of businesses and industries | weak | strong | DK |
| b. determine the occupational classifications within businesses and industries in the community | weak | strong | DK |
| c. identify and contact employers to actively develop and/or identify job opportunities for rehabilitation clients | weak | strong | DK |
| d. evaluate job activities through the use of task analysis inventories and job analysis schedules to determine aid in job modification and restructuring | weak | strong | DK |
| e. provide education and/or training of prospective employers about various disabilities and any vocational implications, the use of assistive devices, job accommodation and facility services | weak | strong | DK |
| f. assist employers to identify, modify and/or eliminate architectural, procedural and/or attitudinal barriers to the employment and advancement of disabled individuals | weak | strong | DK |
| g. review vocational, physical and social related data to determine client job readiness for competitive employment | weak | strong | DK |
| h. teach appropriate job seeking and retention skills, as needed, for competitive employment | weak | strong | DK |
| i. conduct individual and group counseling to facilitate work adjustment | weak | strong | DK |

(continued on next page)

-14-

(Area 5 continued)

- | | | | |
|--|------|--------|----|
| j. establish follow-up and/or follow-along procedures for disabled clients who are in competitive or other employment settings | weak | strong | DK |
| k. reading materials pertinent to the evaluation of labor market trends | weak | strong | DK |
| l. providing an inquirer with detailed information about vocational rehabilitation and the service programs it encompasses | weak | strong | DK |

Rating Scale

1 2 3 4 5 DK

NOW PLEASE GIVE YOUR RATING FOR AREA 5 OVERALL:

Area 6: Community Resources Utilization (F.4.6)

(Listed below are the 19 tasks which make up Area 6. Please circle "strong", "weak" or "DK" for appropriate tasks, according to the instructions for Part II.)

- | | | | |
|---|------|--------|----|
| a. determining appropriate resources for providing family services | weak | strong | DK |
| b. conferring with liaison personnel at other community service agencies | weak | strong | DK |
| c. exchanging information with other service providers involved with the client | weak | strong | DK |
| d. explaining the purpose of specific programs, facilities or institutions | weak | strong | DK |
| e. arranging genetic counseling for a client as recommended by a medical professional | weak | strong | DK |
| f. referring client to a school or college setting for necessary coursework | weak | strong | DK |
| g. referring clients to community volunteer groups that provide needed resources | weak | strong | DK |
| h. contacting a resource to whom a client is being referred to determine mutual responsibilities | weak | strong | DK |
| i. referring client to work adjustment center or rehabilitation facility | weak | strong | DK |
| j. referring to, and assisting client to deal with, those agencies or individuals that provide financial assistance | weak | strong | DK |
| k. providing information regarding availability of medical, dental or other services | weak | strong | DK |
| l. contacting liaison person to arrange for the acceptance of a client by the resource center | weak | strong | DK |
| m. arranging a learning or reality-testing experience for a client in the community | weak | strong | DK |
| n. determining whether rehabilitation centers or facilities, sheltered workshops, and other educational or training sites within an area provide viable occupational training | weak | strong | DK |

(continued on next page)

-15-

(Area 6 continued)

o. consulting with representatives of community agencies in order to provide expertise in relation to the vocational problems of the disabled	weak strong DK
p. seeking to improve those conditions that impede the successful rehabilitation of clients with a specific disability	weak strong DK
q. working with community members in developing and implementing programs to improve social, vocational, educational and employment opportunities for the disabled	weak strong DK
r. maintaining regular contacts and attending scheduled meetings to promote cooperative efforts with representatives of other programs, halfway houses and community agencies that provide services to clients with a specific disability	weak strong DK
s. providing information regarding agency programs to current and potential referral sources	weak strong DK

Rating Scale

NOW PLEASE GIVE YOUR RATING FOR AREA 6 OVERALL:

1 2 3 4 5 DK

Area 7: Recording and Reporting for Individual Clients (F.4.7)

(Listed below are the five tasks which make up Area 7. Please circle "strong", "weak" or "DK" for appropriate tasks, according to the Instructions for Part II.)	
a. developing a rehabilitation plan with a client	weak strong DK
b. preparing a summary report, detailing and synthesizing individual's vocational aptitudes/Interests, work evaluation report, Intelligence, academic achievement, etc.	weak strong DK
c. Informing a client of reasons for denial of services	weak strong DK
d. writing a summary report on a rehabilitation plan	weak strong DK
e. maintaining a summary of information obtained during visits with a client or a client's family for the case record	weak strong DK

Rating Scale

NOW PLEASE GIVE YOUR RATING FOR AREA 7 OVERALL:

1 2 3 4 5 DK

Area 8: Professional Participation and Development (F.4.8)

(Listed below are the 12 tasks which make up Area 8. Please circle "strong", "weak" or "DK" for appropriate tasks, according to the Instructions for Part II.)	
a. participating in appropriate professional organizations	weak strong DK
b. involvement in current issues affecting the profession and/or client populations	weak strong DK

(continued on next page)

-16-

(Area 8 continued)

c. assisting in the preparation of legislative proposals to be considered on the state, or possibly federal, levels	weak	strong	DK
d. self-initiating or participating in agency-initiated research or evaluation projects	weak	strong	DK
e. participating actively in regularly scheduled meetings in program area	weak	strong	DK
f. learning application of agency policies and procedures by reading manuals, case records and other materials	weak	strong	DK
g. reviewing agency's rules to determine requirements for employment and promotion	weak	strong	DK
h. determining methods to assess problems involved in delivering services to rehabilitation clients	weak	strong	DK
i. consulting with staff development specialists to establish and coordinate training efforts	weak	strong	DK
j. disseminating information about the program through community participation, speeches, correspondence, and the use of newspapers, articles, radio and TV programs	weak	strong	DK
k. participating actively in training conferences and in-service training sessions	weak	strong	DK
l. sharing information gained at training sessions with colleagues who did not attend	weak	strong	DK

Rating Scale

NOW PLEASE GIVE YOUR RATING FOR AREA 8 OVERALL:

1 2 3 4 5 DK

/ / / / / / / / / /

THANK YOU FOR YOUR HELP!

Please seal this questionnaire and your cover letter in the envelope provided and return it according to the instructions.

If you have any questions or comments about this questionnaire or about this evaluation procedure, please feel free to include them with the questionnaire. Your suggestions are welcome!

APPENDIX C

COMPARISON BY AREA OF EMPLOYER RATINGS OF GRADUATES'
PERFORMANCE WITH RATINGS OF GRADUATES' PREPARATION
BY EACH OF FOUR OTHER GROUPS, 1982-1983 COUNCIL
ON REHABILITATION EDUCATION ACCREDITATION EVALUATIONS

1983 COUNCIL ON REHABILITATION EDUCATION ACCREDITATION EVALUATION
COMPARISON OF EMPLOYER ASSESSMENTS WITH ASSESSMENTS BY EACH OF FOUR OTHER GROUPS

		NUMBER OF RESPONSES		TOTAL OF <=ADEQT AND >ADEQT RESPONSES		TOTAL SURVEY RESPONSES	
		NR <=ADEQT	>ADEQT CK	% >ADEQT	CHI SC	% >ADEQT	CHI SQ
AREA: 1 INTERPRETATION OF MEDICAL,				EDUCATIONAL, SOCIAL, VOCATIONAL EVALUATIONS			
EMPLOYERS	7	20	107	84.3		78.1	1.3 *
FACULTY	6	12	59	83.1	.0	70.2	5.1 **
SUPERVISORS	4	40	100	71.4	5.6 *	65.4	7.2 **
GRADUATES	10	66	137	67.5	10.5 **	64.0	3.4
STUDENTS	6	51	143	73.7	4.4 *	68.4	
				MANAGEMENT FOR INDIVIDUAL CLIENTS			
AREA: 2 REHABILITATION PLANNING AND CASE							
EMPLOYERS	4	21	111	84.1		81.0	5.1 *
FACULTY	5	9	56	86.2	0	66.7	9.5 **
SUPERVISORS	9	41	98	70.5	6.3 *	64.1	13.8 **
GRADUATES	15	66	132	66.7	11.5 **	61.7	7.0 **
STUDENTS	4	55	141	71.9	5.9 *	67.5	
				COUNSELING FOR INDIVIDUAL CLIENTS			
AREA: 3 CAREER AND VOCATIONAL							
EMPLOYERS	8	24	95	79.8		69.3	1.4 *
FACULTY	5	16	51	76.1	2	60.7	5.8
SUPERVISORS	15	39	84	68.3	3.6 *	54.9	2.6
GRADUATES	18	63	129	67.2	5.2 *	60.3	1.3
STUDENTS	18	52	131	71.6	2.2	62.7	

NUMEER OF RESPONSES				TOTAL OF <=ACEQT AND >ADEQT RESPONSES		TOTAL SURVEY RESPONSES	
NR <=ADEQT >ADEQT DK				CHI SC		CHI SQ	
AND SOCIAL COUNSELING FOR INDIVIDUAL CLIENTS				% >ADEQT		% >ADEQT	
AREA: 4 PERSONAL AND				FOR INDIVIDUAL CLIENTS			
EMPLOYERS	4	17	111	5	86.7	81.0	0
FACULTY	3	6	67	8	91.8	79.8	*
SUPERVISORS	9	33	106	5	76.3	69.3	**
GRADUATES	17	54	141	2	72.3	65.9	*
STUDENTS	6	49	148	6	75.1	70.8	*
AREA: 5 JOB DEVELOPMENT AND PLACEMENT FOR INDIVIDUAL CLIENTS				FOR INDIVIDUAL CLIENTS			
EMPLOYERS	11	35	58	33	62.4	42.3	*
FACULTY	8	17	45	14	72.6	53.6	*
SUPERVISORS	15	65	46	27	41.4	30.1	*
GRADUATES	14	105	86	9	45.0	40.2	*
STUDENTS	17	87	89	16	50.6	42.6	*
AREA: 6 COMMUNITY RESOURCES UTILIZATION				FOR INDIVIDUAL CLIENTS			
EMPLOYERS	5	29	90	13	75.6	65.7	*
FACULTY	3	16	50	15	75.8	59.5	*
SUPERVISORS	7	41	89	16	68.5	58.2	*
GRADUATES	10	85	115	4	57.5	53.7	*
STUDENTS	6	78	112	13	58.9	53.6	*

NUMEER OF RESPONSES				TOTAL OF <=ADEQT AND >ADEQT RESPONSES		TOTAL SURVEY RESPONSES	
NR <=ADEQT >ADEQT CK.				% >ADEQT	CHI SQ	% >ADEQT	CHI SQ
RECORDING AND REPORTING FOR INDIVIDUAL CLIENTS							
AREA: 7	PROFESSIONAL	PARTICIPATION	2				
EMPLOYERS	40	94	2	70.1	68.6		
FACULTY	23	43	16	65.2	51.2		
SUPERVISORS	50	73	21	59.3	47.7		
GRADUATES	98	106	33	52.0	49.5		
STUDENTS	91	97	13	51.6	46.4		
AREA: 8	PROFESSIONAL	PARTICIPATION	2				
EMPLOYERS	40	94	2	70.1	68.6		
FACULTY	23	43	16	65.2	51.2		
SUPERVISORS	50	73	21	59.3	47.7		
GRADUATES	98	106	33	52.0	49.5		
STUDENTS	91	97	13	51.6	46.4		

KEY: NR = NO RESPONSE
 DK = DON'T KNOW
 % = PERCENT
 <=ADEQT = LESS THAN ADEQUATE
 >ADEQT = MORE THAN ADEQUATE
 TOTAL SURVEY RESPONSES = NR, <=ADEQT, >ADEQT, AND DK
 TOTAL SQ = CORRECTED CHI SQUARE, ONE DEGREE OF FREEDOM,
 CHI SQ = COMPARING EMPLOYER ASSESSMENTS WITH ASSESSMENTS BY
 EACH OF FOUR OTHER GROUPS.
 * INDICATES SIGNIFICANCE AT .05 LEVEL, ** AT .01 LEVEL

APPENDIX D

COMPARISON BY TASK OF EMPLOYER RATINGS OF GRADUATES'
PERFORMANCE WITH RATINGS OF GRADUATES' PREPARATION
BY EACH OF FOUR OTHER GROUPS, 1982--1983 COUNCIL
ON REHABILITATION EDUCATION ACCREDITATION EVALUATIONS

1983 COUNCIL ON REHABILITATION EDUCATION ACCREDITATION EVALUATION
COMPARISON OF EMPLOYER ASSESSMENTS WITH ASSESSMENTS BY EACH OF FOUR OTHER GROUPS

NUMBER OF RESPONSES				TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 1 TASK: 1							
EMPLOYERS	5	118	5	95.9		86.1	2.9 *
FACULTY	0	64	9	100.0	1.3	76.2	4.3 *
SUPERVISORS	13	116	10	89.9	2.6	75.8	5.9
GRADUATES	19	175	2	90.2	2.8	81.8	2.4
STUDENTS	21	165	10	88.7	4.1 *	78.9	
AREA: 1 TASK: 2							
EMPLOYERS	5	117	5	95.9		85.4	3.1
FACULTY	1	63	10	98.4	2.8	75.0	1.6
SUPERVISORS	12	121	9	91.0	1.8	79.1	.7
GRADUATES	10	174	9	94.6	1.1	81.3	
STUDENTS	15	168	11	91.8	1.4	80.4	1.1
AREA: 1 TASK: 3							
EMPLOYERS	4	115	6	96.6		83.9	2.1
FACULTY	1	63	10	98.4	.2	75.0	2.9
SUPERVISORS	11	115	12	91.3	2.2 *	75.2	.0
GRADUATES	15	182	1	92.4	1.7	85.0	1.8
STUDENTS	21	162	8	88.5	5.2	77.5	
AREA: 1 TASK: 4							
EMPLOYERS	8	98	21	92.5		71.5	3.5
FACULTY	6	49	16	89.1	2.5 *	58.7	.6
SUPERVISORS	16	102	20	86.4	1.5 *	66.1	.0
GRADUATES	32	150	14	82.4	4.8 **	70.1	2.2
STUDENTS	34	132	21	79.5	7.3 **	63.2	

NUMBER OF RESPONSES				TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 1 TASK: 5							
EMPLOYERS	13	70	39	84.3	2.7	51.1	3.2
FACULTY	3	54	15	94.2	.0	64.3	2.7
SUPERVISORS	15	94	28	86.2	.0	61.4	16.4
GRADUATES	29	156	8	84.3	1.2	72.9	4.5
STUDENTS	38	132	15	77.6		63.2	
AREA: 6 TASK: 6							
EMPLOYERS	8	103	14	92.8	.5	75.2	2.0
FACULTY	2	60	10	96.8	.1	71.4	.6
SUPERVISORS	9	116	15	92.9	.4	75.8	.1
GRADUATES	19	170	7	89.0	.8	79.4	
STUDENTS	20	161	12			77.0	
AREA: 7 TASK: 7							
EMPLOYERS	6	105	15	94.6	.0	76.6	.8
FACULTY	4	59	10	93.9	.0	70.2	1.3
SUPERVISORS	7	107	22	93.4	.6	69.4	2.1
GRADUATES	16	170	6	91.2	.7	79.9	
STUDENTS	16	165	12			78.9	
AREA: 8 TASK: 8							
EMPLOYERS	16	58	52	78.4	.0	42.3	2.7
FACULTY	13	46	12	78.0	.9	54.0	1.0
SUPERVISORS	31	75	33	70.8	.7	49.0	7.5
GRADUATES	61	124	11	67.0	2.0	57.9	13.0
STUDENTS	41	131	12	76.2		62.7	

NUMBER OF RESPONSES			TOTAL CF WEAK AND STRONG RESPONSES			TOTAL SURVEY RESPONSES		
NR	WEAK	STRONG	DK	% STRONG	CHI SC	% STRONG	CHI SQ	
AREA: 1 TASK: 9								
EMPLOYERS	15	52	58	77.6		38.0		
FACULTY	16	42	37	72.4	.2	50.0	2.6	
SUPERVISORS	26	75	12	74.3	1	49.0	3.2	**
GRADUATES	57	119	13	67.6	.9	55.6	9.7	**
STUDENTS	38	133	13	77.8	.0	63.6	20.9	**
AREA: 1 TASK: 10								
EMPLOYERS	9	59	56	86.8	9	43.1		
FACULTY	3	60	9	95.2	1.5	71.4	15.7	**
SUPERVISORS	28	71	36	71.7	.8	46.3	2.5	
GRADUATES	62	112	15	64.3	10.1	52.3	9.2	**
STUDENTS	37	126	18	77.3		60.3		
AREA: 1 TASK: 11								
EMPLOYERS	6	84	37	93.3	3	61.3		
FACULTY	1	64	8	98.5	7	76.7	4.6	*
SUPERVISORS	12	96	27	88.9	.8	62.7	.0	**
GRADUATES	24	162	9	87.1	1	75.7	7.6	**
STUDENTS	15	162	12	91.5		77.5	9.8	**
AREA: 1 TASK: 12								
EMPLOYERS	11	79	36	87.8	5	57.7		
FACULTY	11	40	18	78.4		47.6	1.7	
SUPERVISORS	14	78	40	84.8	1	51.0	1.0	
GRADUATES	39	119	25	75.3	.8	55.6	.1	
STUDENTS	42	109	26	72.2	1	52.2	.8	

NUMBER OF RESPONSES			TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG DK	% STRONG	CHI SC	% STRONG	CHI SQ
AREA: 2 TASK: 1						
EMPLOYERS	6	118	95.2	1.6	86.1	7.3*
FACULTY	0	59	100.0	.2	70.2	2.4
SUPERVISORS	9	120	93.0	.1	78.4	1.1
GRADUATES	16	174	95.1	1.5	81.3	5.5*
STUDENTS		157	90.8		75.1	
AREA: 2 TASK: 2						
EMPLOYERS	8	114	93.4	1.4	83.2	1.2
FACULTY	1	64	98.5	.0	76.2	.2
SUPERVISORS	7	123	94.6	.3	80.4	.2
GRADUATES	8	173	95.6	.0	80.8	.3
STUDENTS	12	162	93.1		77.5	
AREA: 2 TASK: 3						
EMPLOYERS	6	113	95.0	.0	82.5	1.4
FACULTY	3	63	95.5	.7	75.0	.7
SUPERVISORS	11	119	91.5	.8	77.8	.4
GRADUATES	25	160	86.5	3.6	74.8	2.2
STUDENTS	22	157	87.7		75.1	
AREA: 2 TASK: 4						
EMPLOYERS	11	66	85.7	5.2*	48.2	.6
FACULTY	7	35	67.3	2.3	41.7	.6
SUPERVISORS	22	66	75.0	.7**	43.1	.4
GRADUATES	73	88	54.7	20.3**	41.7	1.4
STUDENTS	56	108	65.9		51.7	.3

NUMBER OF RESPONSES			TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES		
NR	WEAK	STRONG	OK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 2 TASK: 5							
EMPLOYERS	14	93	16	86.9		67.9	1.7
FACULTY	9	49	16	84.5	.0	58.3	.6
SUPERVISORS	15	96	24	86.5	.0	62.7	.3
GRADUATES	37	131	16	78.0	2.9	61.2	1.3
STUDENTS	39	125	20	76.2	4.1	59.8	2.0
AREA: 2 TASK: 6							
EMPLOYERS	4	113	8	96.6		82.5	1.9
FACULTY	1	62	12	98.4	.0	73.8	.0
SUPERVISORS	5	127	7	96.2	.0	83.0	.1
GRADUATES	9	180	3	95.2	.1	84.1	.4
STUDENTS	12	160	17	93.0	1.1	76.6	1.4
AREA: 2 TASK: 7							
EMPLOYERS	10	84	29	89.4		61.3	
FACULTY	1	56	16	98.2	2.9	66.7	.2
SUPERVISORS	14	99	23	87.6	.0	64.7	.0
GRADUATES	36	131	21	78.4	2.7	61.2	.1
STUDENTS	28	132	21	82.5	1.1	63.2	
AREA: 2 TASK: 8							
EMPLOYERS	2	118	8	98.3		86.1	1.6
FACULTY	0	66	12	100.0	.1	78.6	.0
SUPERVISORS	4	133	5	97.1	.4	86.9	.0
GRADUATES	7	166	10	96.4	.7	86.2	.0
STUDENTS	10	178	10	94.7	1.7	85.2	

NUMBER OF RESPONSES			TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG DK	% STRONG	CHI SC	% STRONG	CHI SQ
AREA: 2 TASK: 9						
EMPLOYERS	5	80	94.1	1.7	58.4	.8
FACULTY	7	43	86.0	1.8	51.2	.9
SUPERVISORS	12	80	87.0	1.4	52.3	.4
GRADUATES	49	116	70.3	8.3	54.2	.0
STUDENTS	32	121	79.1		57.9	
AREA: 2 TASK: 10						
EMPLOYERS	8	85	91.4	.6	62.0	2.6
FACULTY	7	42	85.7	.0	50.0	.0
SUPERVISORS	10	93	90.3	.5	60.8	.2
GRADUATES	40	126	75.9	8.2	58.9	.6
STUDENTS	42	120	74.1	10.2	57.4	
AREA: 2 TASK: 11						
EMPLOYERS	3	99	97.1	.8	72.3	3.0
FACULTY	0	57	100.0	.2	67.5	1.0
SUPERVISORS	7	101	93.5	.5	66.0	2.2
GRADUATES	20	137	87.3	3.5	64.0	1.4
STUDENTS	15	137	90.1		65.6	
AREA: 2 TASK: 12						
EMPLOYERS	9	90	90.9	1.6	65.7	3.3
FACULTY	6	44	88.0	.6	52.4	15.6
SUPERVISORS	19	64	77.1	5.1	41.8	19.7
GRADUATES	46	103	69.1	12.1	48.1	4.1
STUDENTS	44	113	72.0		54.1	

NUMBER OF RESPONSES			TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	CK	% STRONG	CHI SC	% STRONG
AREA: 2 TASK: 13						
EMPLOYERS	5	104	14	95.4		75.9
FACULTY	2	63	12	96.9	0	75.0
SUPERVISORS	5	119	12	96.0	0	77.8
GRADUATES	12	178	2	93.7	1	83.2
STUDENTS	3	178	11	98.3	1.2	85.2
AREA: 2 TASK: 14						
EMPLOYERS	10	71	43	87.7		51.7
FACULTY	5	51	16	91.1	1	60.3
SUPERVISORS	14	80	37	85.1	1	52.7
GRADUATES	33	130	14	79.3	1.9	60.7
STUDENTS		128	24	79.5		61.2
AREA: 2 TASK: 15						
EMPLOYERS	5	109	10	95.6		79.6
FACULTY	2	49	18	96.1	1	58.3
SUPERVISORS	10	105	16	91.3	1.5	68.6
GRADUATES	16	164	8	91.1	1	76.6
STUDENTS	17	139	30	89.1	2.9	66.5
AREA: 2 TASK: 16						
EMPLOYERS	3	101	15	97.1		73.7
FACULTY	3	51	18	94.4	2	60.7
SUPERVISORS	7	97	23	93.3	2.9	63.4
GRADUATES	21	150	12	87.7	0	70.1
STUDENTS	19	142	24	88.2	5.5	67.9

10.5
3.9
6.3
3.3

3.5
3.1
1.4
1.1

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 2 TASK: 17							
EMPLOYERS	4	113	9	96.6		82.5	10.6 **
FACULTY	2	52	18	96.3	.1	61.3	6.1 *
SUPERVISORS	3	106	19	97.2	.0	69.3	6.9 *
GRADUATES	17	162	7	90.5	3.1	75.7	1.9 *
STUDENTS	18	145	23	89.0	4.5	69.4	6.8 *
AREA: 2 TASK: 18							
EMPLOYERS	10	91	19	90.1		66.4	5.2 *
FACULTY	6	42	21	87.5	.0	50.0	5.0 *
SUPERVISORS	18	79	30	81.4	2.7	51.8	5.8 *
GRADUATES	49	113	16	69.8	13.7	52.0	4.0 *
STUDENTS	30	115	31	79.3	4.3	55.0	4.0 *
AREA: 2 TASK: 19							
EMPLOYERS	7	106	7	93.8		77.4	3.1
FACULTY	0	55	17	100.0	2.7	65.5	1.4
SUPERVISORS	12	108	11	90.0	.5	70.6	.8
GRADUATES	16	155	10	90.6	3.8	72.4	5.4 *
STUDENTS	23	136	31	85.5		65.1	
AREA: 3 TASK: 1							
EMPLOYERS	6	88	29	93.6		64.2	2
FACULTY	5	57	12	91.9	.0	67.9	.2
SUPERVISORS	14	93	26	86.9	1.8	60.8	.0
GRADUATES	40	140	19	77.8	10.8	65.4	3.1
STUDENTS	25	154	19	86.0	2.8	73.7	

NUMBER OF RESPONSES			TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	CK	CHI SC	% STRONG	CHI SQ
AREA: 3 TASK: 2						
15	6	94	22		68.6	.1
9	3	60	12	0	71.4	.0
17	9	103	24	.1	67.3	.1
31	22	151	10	2.4	70.6	.1
22	15	159	13	.3	76.1	2.0
AREA: 3 TASK: 3						
15	6	94	22		68.6	.1
9	3	60	12	0	71.4	.0
17	9	103	24	.1	67.3	.1
31	22	151	10	2.4	70.6	.1
22	15	159	13	.3	76.1	2.0
AREA: 3 TASK: 4						
15	6	94	22		68.6	.1
9	3	60	12	0	71.4	.0
17	9	103	24	.1	67.3	.1
31	22	151	10	2.4	70.6	.1
22	15	159	13	.3	76.1	2.0
AREA: 3 TASK: 5						
15	6	94	22		68.6	.1
9	3	60	12	0	71.4	.0
17	9	103	24	.1	67.3	.1
31	22	151	10	2.4	70.6	.1
22	15	159	13	.3	76.1	2.0

NUMBER OF RESPONSES				TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	CK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 3 TASK: 6							
EMPLOYERS	5	102	17	95.3		74.5	
FACULTY	3	64	9	95.5	.1	76.2	.0
SUPERVISORS	4	110	2	96.5	.0	71.9	.1
GRADUATES	11	182	3	94.3	.0	85.0	.4
STUDENTS	6	178	7	96.7	.1	85.2	.5
AREA: 3 TASK: 7							
EMPLOYERS	4	100	18	96.2	.1	73.0	.1
FACULTY	2	59	11	96.7	.1	70.2	.6
SUPERVISORS	13	104	9	88.9	3.1	68.0	.0
GRADUATES	23	159	4	87.4	5.0	74.3	.0
STUDENTS	12	166	9	93.3	.6	79.4	.6
AREA: 3 TASK: 8							
EMPLOYERS	12	76	36	86.4	1.2	55.5	.4
FACULTY	17	42	13	77.3	5.5	50.4	1.2
SUPERVISORS	56	111	16	66.5	10.7	48.9	.3
GRADUATES	43	121	1	73.8	4.6	57.9	.1
AREA: 3 TASK: 9							
EMPLOYERS	4	99	22	96.1	.2	72.3	.3
FACULTY	4	57	12	93.4	.4	67.9	.6
SUPERVISORS	7	96	27	93.2	.9	62.7	.4
GRADUATES	16	163	5	91.0	1.8	75.7	.2
STUDENTS	13	163	9	92.6	.8	78.0	.2

NUMBER OF RESPONSES			TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SQ	% STRONG
AREA: 3 TASK:						
EMPLOYERS	12	56	55	82.4	40.9	1.0
FACULTY	11	41	18	78.8	48.8	1.0
SUPERVISORS	19	61	49	76.3	39.9	5.8
GRADUATES	42	117	22	73.6	54.7	5.8
STUDENTS	43	116	17	73.0	55.5	6.5
AREA: 4 TASK:						
EMPLOYERS	13	64	49	83.1	46.7	.0
FACULTY	16	39	17	70.9	46.4	.4
SUPERVISORS	24	65	37	73.0	42.5	1.0
GRADUATES	88	97	18	49.7	40.7	1.0
STUDENTS	70	108	12	60.7	51.7	.6
AREA: 2 TASK:						
EMPLOYERS	3	109	11	97.3	79.6	.2
FACULTY	0	64	12	100.0	76.5	.8
SUPERVISORS	4	114	15	96.6	74.8	.1
GRADUATES	16	175	7	91.6	81.5	.0
STUDENTS	12	164	14	93.2	78.5	.0
AREA: 3 TASK:						
EMPLOYERS	5	105	16	95.5	76.6	.0
FACULTY	4	63	15	93.2	75.0	.8
SUPERVISORS	8	109	5	91.4	71.2	.1
GRADUATES	16	169	16	93.4	79.0	.1
STUDENTS	12	171	6	93.4	81.8	.1

NUMEER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	OK	% STRONG	CHI SC	% STRONG	CHI SQ
AREA: 4 TASK:							
11	15	57	54	79.2		41.6	
13	13	40	18	75.5	.1	47.6	.5
24	21	65	43	75.6	1	42.5	.0
24	86	84	20	49.4	17.2	39.3	.1
27	68	95	19	58.3	8.6	45.5	.4
AREA: 4 TASK:							
15	12	55	55	82.1		40.1	
10	18	53	13	86.9	.3	63.1	.1
27	15	69	42	82.1	.0	45.1	.1
26	59	106	22	64.2	5.5	49.5	.6
	56	106	21	65.4		50.7	.3
AREA: 4 TASK:							
8	2	120	7	98.4		87.6	
6	0	71	7	100.0	.1	84.5	.2
13	7	130	3	94.9	4	85.0	.3
11	6	193	4	97.0	2	90.2	.4
11	5	189	4	97.4	.0	90.4	
AREA: 4 TASK:							
12	8	100	17	92.6		73.0	
10	0	66	18	100.0	3.6	78.9	.6
21	14	113	5	89.0	.5	73.9	.0
24	17	166	7	90.7	1	77.6	.7
20	15	167	7	91.8	.0	79.9	.9

10.1 **
15.6
2.3

2.2
3.3
4.4

6.6
0.0
7.7
1.1

NUMBER OF RESPONSES				TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	CK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 4 TASK: 8							
EMPLOYERS	3	117	4	97.5		85.4	
FACULTY	0	73	6	100.0	.6	86.9	.0
SUPERVISORS	6	127	3	95.5	.3	83.0	.2
GRADUATES	4	195	3	98.0	.0	91.1	2.2
STUDENTS	5	188	5	97.4	.1	90.0	1.2
AREA: 4 TASK: 9							
EMPLOYERS	4	101	14	96.2		73.7	
FACULTY	0	70	7	100.0	1.3	83.3	2.0
SUPERVISORS	7	111	8	94.1	.2	72.5	7.0
GRADUATES	4	184	4	97.9	.2	86.0	4.5
STUDENTS	10	175	4	94.6	.1	83.7	**
AREA: 4 TASK: 10							
EMPLOYERS	5	100	19	95.2		73.0	
FACULTY	3	58	11	95.1	1.5	69.0	2.3
SUPERVISORS	15	101	16	87.1	3.7	66.0	1.3
GRADUATES	37	137	12	78.7	12.7	64.0	2.7
STUDENTS	34	137	14	80.1	11.0	65.6	1.8
AREA: 4 TASK: 11							
EMPLOYERS	15	73	34	83.0		53.3	
FACULTY	9	51	11	85.0	.0	60.9	.9
SUPERVISORS	21	81	24	79.4	.2	52.6	.1
GRADUATES	51	119	15	70.0	4.5	55.6	1.2
STUDENTS	39	118	17	75.2	1.6	56.5	

NUMBER OF RESPONSES			TOTAL CF WEAK AND STRONG RESPONSES			TOTAL SURVEY RESPONSES		
NR	WEAK	STRONG	DK	% STRONG	CHI SQ	% STRONG	CHI SQ	
AREA: 4 TASK: 12								
EMPLOYERS	3	109	7	97.3		79.6	3.	
FACULTY	1	170	7	98.6	.0	83.3	.0	
SUPERVISORS	4	120	6	96.8	.0	78.4	.0	
STUDENTS	12	182	5	93.8	1.2	85.0	1.4	
	10	169	7	94.4	.8	80.9	.0	
AREA: 4 TASK: 13								
EMPLOYERS	4	104	13	96.0	.9	75.9	.6	
FACULTY	0	159	12	100.0	.3	70.2	.9	
SUPERVISORS	7	104	17	93.7	.7	68.0	1.9	
STUDENTS	22	146	6	86.9	5.8	68.2	2.0	
	17	156	11	90.2	.2	74.6	.0	
AREA: 4 TASK: 14								
EMPLOYERS	3	108	8	97.3		78.8	.2	
FACULTY	2	165	7	97.0	.4	77.4	.0	
SUPERVISORS	10	111	8	91.7	2.5	72.5	1.2	
STUDENTS	24	153	7	86.4	8.9	71.5	2.0	
	12	165		93.2	1.5	78.9	.0	
AREA: 4 TASK: 15								
EMPLOYERS	2	111	7	98.2	.2	81.0	.1	
FACULTY	0	170	6	100.0	.4	83.3	.4	
SUPERVISORS	5	118	9	95.9	.8	77.1	.9	
STUDENTS	11	183	4	94.5	1.6	85.5	.1	
	10	173	6	94.5	.6	82.6	.1	

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SC	% STRONG	CHI SC
AREA: 4 TASK: 16							
EMPLOYERS	12	43	67	78.2	.1	31.4	3.1
FACULTY	18	37	21	82.2	.2	44.0	.1
SUPERVISORS	19	52	56	73.2	11.1	34.0	.4
GRADUATES	72	75	31	51.0	6.4	35.0	3.9
STUDENTS	65	89	31	57.8		42.6	*
AREA: 4 TASK: 17							
EMPLOYERS	4	81	39	95.3	3.5	59.1	1.0
FACULTY	8	43	17	84.3	4.3	51.2	4.2
SUPERVISORS	13	71	40	84.5	17.1	46.1	2.4
GRADUATES	45	118	15	72.4	21.4	55.1	2.6
STUDENTS	48	104	30	68.4		49.8	
AREA: 4 TASK: 18							
EMPLOYERS	3	97	25	97.0	1.0	70.8	.0
FACULTY	2	60	20	96.0	1.0	71.4	.2
SUPERVISORS	3	107	12	93.0	7.0	69.9	.2
GRADUATES	23	145	11	86.3	9.3	67.8	.1
STUDENTS	27	143	13	84.1		68.4	
AREA: 4 TASK: 19							
EMPLOYERS	5	109	9	95.6	.0	79.6	.0
FACULTY	2	66	9	97.1	.0	78.6	.8
SUPERVISORS	6	114	12	95.0	2.5	74.5	.5
GRADUATES	19	162	5	89.5		75.7	.4
STUDENTS	13	173	4	93.0		82.8	

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SG	% STRONG	CHI SQ
AREA: 4 TASK:							
20	8	104	9	92.9		75.9	
16	1	65	8	98.5	1.7	77.4	.0
10	4	114	12	96.6	1.0	74.5	.0
23	16	163	8	91.1	.1	76.2	.0
27	11	167	8	93.8	.0	79.9	.6
23							
AREA: 4 TASK:							
21	5	92	27	94.8		67.2	2
13	4	53	14	93.0	.7	63.1	.1
13	10	99	26	90.8	.9	64.7	.1
18	30	135	16	81.8	7.9	63.1	.4
33	26	140	17	84.3	5.5	67.0	.0
26							
AREA: 5 TASK:							
1	22	61	34	73.5		44.5	
20	27	51	5	87.9	3.5	60.7	4.8
11	35	57	14	62.0	2.1	37.3	1.3
19	69	98	23	58.7	4.6	45.8	.0
24	55	101	30	64.7	1.5	48.3	.3
23							
AREA: 5 TASK:							
2	18	57	40	76.0		41.6	
22	6	50	13	89.3	9	59.5	6.0
15	30	51	50	63.0	2.5	33.3	1.8
22	57	102	19	65.9	2.0	51.4	.8
26	47	110	22	68.5	1.1	48.3	.4
31							

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 5 TASK: 3							
EMPLOYERS	18	59	41	76.6		43.1	
FACULTY	12	40	19	76.9		47.6	
SUPERVISORS	34	49	47	59.0	0.9 *	32.0	3.3
GRADUATES	75	96	18	56.1	4.7 **	44.9	3.0
STUDENTS	55	98	32	64.1	3.2	46.9	.3
AREA: 5 TASK: 4							
EMPLOYERS	16	55	48	77.5		40.1	
FACULTY	7	42	16	87.5	1.5	58.3	6.2 *
SUPERVISORS	34	49	47	55.3	7.1 **	27.5	4.7 *
GRADUATES	62	105	19	62.9	4.2 *	49.1	2.3
STUDENTS	43	113	27	72.4	.4	54.1	5.9 *
AREA: 5 TASK: 5							
EMPLOYERS	16	46	57	74.2		33.6	
FACULTY	13	37	19	74.0	0.3	44.0	2.0
SUPERVISORS	29	44	54	60.3	2.9 **	28.8	1.5
GRADUATES	79	87	16	52.4	3.3	40.7	1.5
STUDENTS	57	85	37	59.9		40.7	
AREA: 5 TASK: 6							
EMPLOYERS	16	42	62	72.4		30.7	
FACULTY	13	36	21	73.5	0.0	42.9	2.9
SUPERVISORS	34	49	50	56.4	3.0 *	28.8	1.1
GRADUATES	75	89	16	54.4	5.1	41.6	3.8
STUDENTS	56	91	34	61.9	1.6	43.5	5.3 *

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	CK	% STRONG	CHI SC	% STRONG	CHI SQ
AREA: 5 TASK: 7							
19	2	92	24	97.9		67.2	
10	4	60	10	93.8	.8	71.4	.3
22	9	95	27	91.3	2.9	62.1	.6
27	20	158	9	88.8	5.7 *	73.8	1.5
20	9	161	19	94.7	.8	77.0	3.6
AREA: 5 TASK: 8							
18	9	71	39	88.8		51.8	
14	2	56	12	96.6	1.8	66.7	4.1 *
24	14	81	34	85.3	2.2	52.9	.0
22	36	146	10	80.2	3.6	68.2	.8 *
26	26	137	20	84.0	.6	65.6	5.9 *
AREA: 5 TASK: 9							
19	10	66	42	86.3		48.2	
13	7	53	11	88.3	0.0	63.1	.1 *
20	14	81	38	85.3	.0	52.9	.5
36	49	112	17	69.6	3.7 **	52.3	.4 *
27	35	131	16	78.9	1.7	62.7	6.5 *
AREA: 5 TASK: 10							
21	4	66	46	94.3		48.2	
15	10	42	17	80.8	4.1 *	50.9	.7
28	18	58	49	76.3	7.8 **	37.5	.1
34	54	108	18	68.7	4.4 **	50.8	.1
33	37	102	37	73.4	11.6 **	48.6	.0

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SC	% STRONG	CHI SQ
AREA: 5 TASK: 11							
EMPLOYERS	14	50	52	78.1		36.5	1.7
FACULTY	10	39	20	79.6	0	46.4	3.6
SUPERVISORS	31	39	52	55.7	6.8 *	25.5	.1
GRADUATES	73	83	23	53.2	10.8 **	38.8	4.2
STUDENTS	48	101	30	67.8	1.8	48.3	
AREA: 5 TASK: 12							
EMPLOYERS	9	74	36	89.2		54.0	
FACULTY	3	55	17	94.8	.8	65.5	2.4
SUPERVISORS	10	74	37	88.1	0	48.4	.7
GRADUATES	39	120	26	75.5	5.6 *	56.1	.1
STUDENTS	25	118	31	82.5	1.3	56.5	
AREA: 6 TASK: 1							
EMPLOYERS	11	82	32	88.2		59.9	
FACULTY	7	50	16	87.7	.4	59.5	0
SUPERVISORS	17	89	27	84.0	10.8 **	58.2	1.2
GRADUATES	51	114	15	69.1	9.6 **	53.3	1.3
STUDENTS	47	111	24	70.3		53.1	
AREA: 6 TASK: 2							
EMPLOYERS	6	106	17	94.6		77.4	
FACULTY	3	54	17	94.7	.1	64.3	3.8
SUPERVISORS	8	109	14	93.2	3.0	71.2	1.1
GRADUATES	23	155	6	87.1	3.6	72.4	.8
STUDENTS	18	145	21	89.0	2.0	69.4	2.3

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 6 TASK: 3							
EMPLOYERS	2	117	8	98.3		85.4	**
FACULTY	1	56	14	98.2	3	66.7	*
SUPERVISORS	15	113	14	95.8	.6	73.9	*
GRADUATES	10	173	4	94.5	1.8	80.8	*
STUDENTS	15	154	13	91.1	5.3	73.7	*
AREA: 6 TASK: 4							
EMPLOYERS	3	116	8	97.5		84.7	**
FACULTY	0	57	14	100.0	3	67.9	**
SUPERVISORS	10	100	15	90.9	3.5	65.4	*
GRADUATES	21	153	7	87.9	7.3	71.5	*
STUDENTS	16	147	17	90.2	4.7	70.3	*
AREA: 6 TASK: 5							
EMPLOYERS	10	229	86	74.4		21.2	
FACULTY	16	237	99	62.1	8	32.1	2.8
SUPERVISORS	21	257	77	43.1	2	21.6	.0
GRADUATES	73	57	49	33.2	5	26.6	1.1
STUDENTS	7	63	52	46.3	5	30.1	3.0
AREA: 6 TASK: 6							
EMPLOYERS	4	84	37	55.4		61.3	1.9
FACULTY	1	60	12	93.4	.3	71.4	.0
SUPERVISORS	16	93	30	33.9	0	60.8	.7
GRADUATES	25	142	17	85.0	2.3	66.4	1.6
STUDENTS	15	143	22	90.5	1.8	68.4	

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	CK	% STRONG	CHI SC	% STRONG	CHI SQ
AREA: 6 TASK: 7							
EMPLOYERS	5	84	35	94.4	0	61.3	0
FACULTY	4	50	15	92.6	.0	59.5	.0
SUPERVISORS	4	95	28	96.0	2.5	62.1	1.1
GRADUATES	21	144	12	87.3	1.5	67.3	1.3
STUDENTS	18	142	23	88.8		67.9	
AREA: 6 TASK: 8							
EMPLOYERS	2	104	17	98.1	3	75.9	1.3
FACULTY	1	57	11	98.3	.1	67.9	3.4
SUPERVISORS	10	100	18	90.9	4.2	65.4	.0
GRADUATES	17	159	11	90.3	5.6	74.3	.4
STUDENTS	17	151	15	89.9		72.2	
AREA: 6 TASK: 9							
EMPLOYERS	3	95	29	96.9	0	69.3	1.0
FACULTY	1	61	11	98.4	.1	72.6	.7
SUPERVISORS	3	105	25	97.2	2.6	68.2	1.9
GRADUATES	16	163	9	91.1	.6	76.2	
STUDENTS	10	156	19	94.0		74.6	
AREA: 6 TASK: 10							
EMPLOYERS	8	87	29	91.6	1	63.5	1.7
FACULTY	6	45	16	88.0	.3	53.6	3.0
SUPERVISORS	3	80	31	86.4	.7	52.3	1.0
GRADUATES	13	126	17	85.1	1.1	57.5	.2
STUDENTS	22					60.3	

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SG	% STRONG	CHI SQ
AREA: 6 TASK: 11							
EMPLOYERS	10	87	24	89.7		63.5	
FACULTY	3	52	15	94.5	.5	61.9	.5
SUPERVISORS	10	90	26	90.0	.0	58.8	.2
GRADUATES	32	129	10	80.1	3.4	60.3	.6
STUDENTS	29	123	26	80.9	2.8	58.9	
AREA: 6 TASK: 12							
EMPLOYERS	3	91	30	96.8		66.4	
FACULTY	0	53	14	100.0	.0	63.1	.0
SUPERVISORS	5	99	26	95.2	.0	64.7	.0
GRADUATES	16	127	22	89.5	3.4	64.0	.6
STUDENTS	20	129	31	86.6	3.9	61.7	
AREA: 6 TASK: 13							
EMPLOYERS	6	75	38	92.6		54.7	
FACULTY	4	51	16	92.1	.1	60.4	.7
SUPERVISORS	11	68	51	86.1	1.2	44.8	.1
GRADUATES	44	133	24	72.0	5.6	52.8	.0
STUDENTS	52	197	36	65.1	19.6	46.4	.0
AREA: 6 TASK: 14							
EMPLOYERS	7	86	29	92.5		62.8	
FACULTY	1	61	12	98.4	1.6	72.6	.8
SUPERVISORS	17	92	11	92.9	.0	60.1	.1
GRADUATES	28	143	11	83.6	3.4	66.8	.8
STUDENTS	20	147	20	88.0	.8	70.3	

NUMEER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	CK	% STRONG	CHI SC	% STRONG	CHI SQ
AREA: 6 TASK: 15							
EMPLOYERS	7	76	35	91.6		55.5	
FACULTY	4	49	17	92.5	.0	58.3	.1
SUPERVISORS	14	77	38	84.6	1.4	50.7	.8
GRADUATES	32	130	14	80.2	4.4	60.7	.1
STUDENTS	32	120	27	78.9	5.3	57.4	
AREA: 6 TASK: 16							
EMPLOYERS	7	85	29	92.4		62.0	.1
FACULTY	5	50	17	90.9	.0	59.5	.0
SUPERVISORS	8	85	31	91.4	.0	55.6	.0
GRADUATES	27	125	20	83.3	3.4	63.1	.0
STUDENTS	25	130	21	83.9	3.0	62.2	
AREA: 6 TASK: 17							
EMPLOYERS	8	65	48	89.0		47.4	.3
FACULTY	9	44	19	83.0	.5	52.4	.7
SUPERVISORS	16	64	41	80.0	1.7	41.8	.1
GRADUATES	55	106	21	65.8	12.6	49.5	.0
STUDENTS	45	101	33	69.2	9.4	48.3	
AREA: 6 TASK: 18							
EMPLOYERS	9	80	33	89.9		58.4	.0
FACULTY	7	47	18	87.0	.1	56.0	.7
SUPERVISORS	13	71	33	84.5	.7	46.4	.0
GRADUATES	39	124	13	76.1	6.3	57.9	.0
STUDENTS	36	99	38	73.3	8.2	47.4	.6

NUMEER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	CK	% STRONG	CHI SC	% STRONG	CHI SQ
AREA: 6 TASK: 19							
EMPLOYERS	2	93	22	97.9		67.9	2
FACULTY	1	54	14	98.2	2	64.3	1.9
SUPERVISORS	7	91	30	92.9	1.7	59.5	1.1
GRADUATES	23	141	14	86.0	8.5 **	65.9	2.8
STUDENTS	25	122	26	83.0	11.5 **	58.4	
AREA: 7 TASK: 1							
EMPLOYERS	6	112	10	94.8		81.8	2.6
FACULTY	4	60	10	93.6	0	71.4	3
SUPERVISORS	11	120	7	91.6	0.6	78.4	2
GRADUATES	18	170	43	90.4	1.4	79.4	2
STUDENTS	19	162	13	89.5	2.1	77.5	7
AREA: 7 TASK: 2							
EMPLOYERS	9	101	16	91.3		73.7	9
FACULTY	6	56	11	90.6	0	66.3	1.1
SUPERVISORS	12	103	18	89.3	1	67.3	1.1
GRADUATES	23	173	3	88.3	6	80.8	1.3
STUDENTS	27	141	18	83.9	3.0	67.5	
AREA: 7 TASK: 3							
EMPLOYERS	6	94	28	94.0	3	68.6	5.2 *
FACULTY	5	44	20	89.8	1.6	52.4	8.0 *
SUPERVISORS	11	79	16	87.8	14.0 **	51.6	5.0 *
GRADUATES	40	120	32	75.0	12.7 **	56.1	6.3 *
STUDENTS	36	114	32	76.0		54.5	

NUMBER OF RESPONSES				TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	OK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 7 TASK: 4							
EMPLOYERS	7	100	15	93.5	0	73.0	1.1
FACULTY	3	55	12	94.8	2.9	65.4	1.6
SUPERVISORS	17	100	12	85.5	3.8	74.3	.0
GRADUATES	28	159	4	85.0	4.6	67.9	.8
STUDENTS	27	142	15	84.0			
AREA: 7 TASK: 5							
EMPLOYERS	8	107	11	93.0	0	78.1	7.9
FACULTY	5	50	14	90.9	.0	59.9	1.2
SUPERVISORS	9	110	11	92.4	2.7	71.8	.6
GRADUATES	24	158	5	86.8		73.2	.8
STUDENTS	18	153	17	89.5			
AREA: 8 TASK: 1							
EMPLOYERS	16	86	22	84.3	0	62.8	1.5
FACULTY	8	45	19	84.9	.0	53.6	8.4
SUPERVISORS	12	69	5	85.2	.1	45.1	.2
GRADUATES	31	140	22	81.9	1.8	65.4	.0
STUDENTS	39	129	20	76.8		61.7	
AREA: 8 TASK: 2							
EMPLOYERS	10	85	32	89.5	3	62.0	.5
FACULTY	4	57	14	93.4	.0	67.9	2.8
SUPERVISORS	8	79	48	90.8	2.6	51.6	.1
GRADUATES	34	137	16	80.1		64.0	.4
STUDENTS	32	138	14	81.2		66.0	

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	CK	% STRONG	CHI SC	% STRONG	CHI SQ
AREA: 8 TASK: 3							
EMPLOYERS 11	24	27	75	52.9	1.5	19.7	1
FACULTY VISORS 10	30	19	25	38.8	3	22.6	2
SUPERVISORS 18	31	26	78	45.6	10.0	17.0	0
GRADUATES 22	111	42	39	27.5	7.4	19.6	0
STUDENTS 26	97	42	44	30.2		20.1	
AREA: 8 TASK: 4							
EMPLOYERS 14	16	64	43	80.0	1.7	46.7	1
FACULTY VISORS 9	17	37	21	68.5	1.0	44.0	6
SUPERVISORS 25	22	56	50	71.8	9.8	36.6	7
GRADUATES 35	63	89	27	58.6	9.7	41.6	6
STUDENTS 31	56	78	44	58.2		37.3	
AREA: 6 TASK: 5							
EMPLOYERS 11	9	102	15	91.9	0	74.5	7
FACULTY VISORS 10	5	53	16	91.4	.0	63.1	*
SUPERVISORS 24	6	82	41	93.2	8.9	53.6	*
GRADUATES 39	34	115	26	77.2	15.6	53.7	*
STUDENTS 32	44	110	23	71.4		52.6	*
AREA: 8 TASK: 6							
EMPLOYERS 13	10	110	4	91.7	1.7	80.3	*
FACULTY VISORS 10	1	54	19	98.2	1	64.3	*
SUPERVISORS 24	9	99	11	91.7	1	64.7	*
GRADUATES 31	17	155	12	90.1	1	72.4	*
STUDENTS 28	19	137	15	87.8	7	65.6	*

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 8 TASK: 7							
EMPLOYERS	8	100	14	92.6		73.0	
FACULTY	3	45	22	93.8		53.6	7.9 **
SUPERVISORS	13	77	37	85.6	0	50.3	14.7 **
GRADUATES	24	124	21	83.8	1.9	57.9	7.6 **
STUDENTS	29	110	36	79.1	7.6 **	52.6	13.5 **
AREA: 8 TASK: 8							
EMPLOYERS	7	100	17	93.5		73.0	
FACULTY	4	50	19	92.6	0	59.5	3.7 *
SUPERVISORS	5	86	30	94.5	0	56.2	8.1 *
GRADUATES	26	132	15	83.5	9.9 **	61.7	4.3 *
STUDENTS	26	131	19	83.4	5.0 *	62.7	3.5 *
AREA: 8 TASK: 9							
EMPLOYERS	11	90	22	89.1		65.7	
FACULTY	18	41	25	83.7	5.5	48.8	5.6 *
SUPERVISORS	12	64	22	84.2	8.8 **	15.0	8.6 *
GRADUATES	37	111	22	75.0	6.5 *	51.9	6.0 *
STUDENTS	34	111	36	76.6	5.5 *	53.1	4.9 *
AREA: 8 TASK: 10							
EMPLOYERS	23	57	43	71.3	1	41.6	3
FACULTY	15	31	25	67.4	3	36.8	7 *
SUPERVISORS	23	44	6	65.7	10.2 **	28.7	4.7 *
GRADUATES	75	70	32	48.3	10.6 **	29.7	2.5 *
STUDENTS	69	62	44	47.3	10.6 **	29.7	2.5 *

NUMBER OF RESPONSES			TOTAL CF WEAK AND STRONG RESPONSES			TOTAL SURVEY RESPONSES		
NR	WEAK	STRONG	DK	% STRONG	CHI SQ	% STRONG	CHI SQ	
AREA: 8 TASK: 11								
EMPLOYERS	6	113	7	95.0		82.5		**
FACULTY	8	51	17	86.4	2.9	60.7	11.8	**
SUPERVISORS	6	99	25	94.3	.0	64.7	10.7	**
GRADUATES	31	132	17	81.0	10.6	61.7	16.2	**
STUDENTS	35	117	28	77.0	15.4	56.0	24.9	**
AREA: 8 TASK: 12								
EMPLOYERS	9	101	16	91.8		73.7		**
FACULTY	4	43	25	91.5	.1	51.2	10.7	**
SUPERVISORS	5	77	48	93.9	.1	50.3	15.7	**
GRADUATES	22	128	21	85.3	2.0	99.8	6.5	**
STUDENTS	31	118	31	79.2	6.8	56.5	9.9	**

KEY: NR = NO RESPONSE
 DK = DON'T KNOW
 % = PERCENT
 TOTAL SURVEY RESPONSES = NR, WEAK, STRONG, AND DK OF FREEDOM,
 YATES' CORRECTED CHI SQUARE, ONE DEGREE OF FREEDOM,
 COMPARING EMPLOYER ASSESSMENTS WITH ASSESSMENTS BY
 EACH OF FOUR GROUPS.
 * INDICATES SIGNIFICANCE AT .05 LEVEL, ** AT .01 LEVEL

APPENDIX E

COMPARISON BY AREA OF EMPLOYER RATINGS OF GRADUATES'
PERFORMANCE WITH RATINGS OF GRADUATES' PREPARATION
BY EACH OF FOUR OTHER GROUPS, 1978-1980 COUNCIL
ON REHABILITATION EDUCATION ACCREDITATION EVALUATIONS

1980 COUNCIL ON REHABILITATION EDUCATION ACCREDITATION EVALUATION
COMPARISON OF EMPLOYER ASSESSMENTS WITH ASSESSMENTS BY EACH OF FOUR OTHER GROUPS

		NUMBER OF RESPONSES		TOTAL OF <=ADEQT AND >ADEQT RESPONSES		TOTAL SURVEY RESPONSES	
		NR <=ADEQT	>ADEQT CK	% >ADEQT	CHI SQ	% >ADEQT	CHI SQ
AREA: 1	INTERPRETATION OF MEDICAL,						
EMPLOYERS	23	69	303	81.5		75.2	
FACULTY	16	49	139	73.9	3.8	64.1	8.0
SUPERVISORS	32	138	229	62.4	32.3	54.4	38.0
GRADUATES	31	173	407	70.2	14.6	66.5	8.3
STUDENTS	86	238	637	72.8	10.1	60.7	26.2
AREA: 2	REHABILITATION PLANNING AND CASE MANAGEMENT FOR INDIVIDUAL CLIENTS						
EMPLOYERS	18	65	314	82.8		77.9	
FACULTY	15	48	134	73.6	5.9	61.8	17.6
SUPERVISORS	31	114	253	68.9	19.0	60.1	29.6
GRADUATES	29	166	409	71.1	16.5	66.8	14.0
STUDENTS	72	234	646	73.4	12.5	61.5	34.2
AREA: 3	CAREER AND VOCATIONAL COUNSELING FOR INDIVIDUAL CLIENTS						
EMPLOYERS	19	74	291	79.7		72.2	
FACULTY	19	44	136	75.6	1.0	62.7	5.5
SUPERVISORS	41	121	223	64.8	19.0	53.0	31.7
GRADUATES	42	176	391	69.0	12.6	63.9	7.3
STUDENTS	92	226	642	74.0	4.3	61.1	15.0

5.5
31.7
7.3
15.0

NUMBER OF RESPONSES				TOTAL OF <=ADEQT AND >ADEQT RESPONSES		TOTAL SURVEY RESPONSES	
NR <=ADEQT >ADEQT OK				% >ADEQT	CHI SC	% >ADEQT	CHI SQ
AREA: 4 PERSONAL AND SOCIAL COUNSELING FOR INDIVIDUAL CLIENTS							
EMPLOYERS	15	74	304	10	80.4	75.4	
FACULTY	17	24	166	10	87.4	76.5	**
SUPERVISORS	38	103	268	12	72.2	63.7	12.9
GRADUATES	37	134	439	2	76.6	71.7	1.5
STUDENTS	84	206	700	60	77.3	66.7	10.1
AREA: 5 JOB DEVELOPMENT AND PLACEMENT FOR INDIVIDUAL CLIENTS							
EMPLOYERS	32	116	175	80	60.1	43.4	
FACULTY	15	68	112	22	62.2	51.6	3.5
SUPERVISORS	44	182	123	72	40.3	29.2	17.4
GRADUATES	46	306	249	11	56.9	40.7	17.6
STUDENTS	109	351	464	126		44.2	.0
AREA: 6 COMMUNITY RESOURCES UTILIZATION							
EMPLOYERS	28	82	268	25	76.6	66.5	
FACULTY	11	44	138	24	75.8	63.6	4.2
SUPERVISORS	27	132	221	41	62.6	52.5	16.2
GRADUATES	30	214	358	10	62.6	58.5	6.3
STUDENTS	59	296	575	120	66.0	54.8	16.0

NUMBER OF RESPONSES				TOTAL OF <=ADEQT AND >ADEQT RESPONSES		TOTAL SURVEY RESPONSES	
NR <=ADEQT >ADEQT DK				% >ADEQT	CHI SQ	% >ADEQT	CHI SQ
AREA: 7 RECORDING AND REPORTING FOR INDIVIDUAL CLIENTS							
EMPLOYERS	36	64	281	81.4		69.7	
FACULTY	12	38	140	78.7		64.5	
SUPERVISORS	24	120	246	67.2	4 **	58.4	1.5 **
SUPERVISEES	30	150	426	74.0	18.0 *	69.6	10.9 **
STUDENTS	71	204	682	77.0	6.4 *	65.0	2.8
AREA: 8 PROFESSIONAL PARTICIPATION AND DEVELOPMENT							
EMPLOYERS	25	106	261	71.1		64.8	
FACULTY	13	59	122	67.4		56.2	
SUPERVISORS	23	150	205	57.7	6 **	48.7	4.0 *
SUPERVISEES	28	240	335	58.3	13.5 **	54.7	21.0 **
STUDENTS	62	332	531	61.5	15.4 **	50.6	9.7 **

KEY: NR = NO RESPONSE
 DK = DON'T KNOW

% = PERCENT
 <=ADEQT = LESS THAN ADEQUATE
 >ADEQT = MORE THAN ADEQUATE
 TOTAL SURVEY RESPONSES = NR, <=ADEQT, >ADEQT, AND CK
 CHI SQ = CORRECTED CHI SQUARE, ONE DEGREE OF FREEDOM,
 COMPARING EMPLOYER ASSESSMENTS WITH ASSESSMENTS BY
 EACH OF FOUR OTHER GROUPS.
 * INDICATES SIGNIFICANCE AT .05 LEVEL, ** AT .01 LEVEL

APPENDIX F

COMPARISON BY TASK OF EMPLOYER RATINGS OF GRADUATES'
PERFORMANCE WITH RATINGS OF GRADUATES' PREPARATION
BY EACH OF FOUR OTHER GROUPS, 1978-1980 COUNCIL
ON REHABILITATION EDUCATION ACCREDITATION EVALUATIONS

1980 COUNCIL ON REHABILITATION EDUCATION ACCREDITATION EVALUATION
COMPARISON OF EMPLOYER ASSESSMENTS WITH ASSESSMENTS BY EACH OF FOUR OTHER GROUPS

NUMBER OF RESPONSES		TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	OK	% STRONG	CHI SQ
AREA: 1 TASK: 1					
EMPLOYERS 23	25	343	12	93.2	85.1
FACULTY 24	9	165	19	94.8	76.0
SUPERVISORS 65	37	284	35	88.5	67.5
GRADUATES 44	64	495	9	88.6	80.9
STUDENTS 92	90	752	116	89.3	71.6
					7.2 **
					34.3 **
					2.7 *
					27.8 **
AREA: 1 TASK: 2					
EMPLOYERS 24	13	353	13	96.4	87.6
FACULTY 28	5	166	18	97.1	76.5
SUPERVISORS 51	30	305	35	91.0	72.4
GRADUATES 42	36	520	14	93.5	85.0
STUDENTS 84	55	797	114	93.5	75.9
					11.9 **
					28.4 **
					1.2 *
					23.4 **
AREA: 1 TASK: 3					
EMPLOYERS 30	21	329	23	94.0	81.6
FACULTY 27	6	169	15	96.6	77.9
SUPERVISORS 57	35	305	24	89.7	72.4
GRADUATES 42	50	510	10	91.1	83.3
STUDENTS 92	70	756	192	91.9	75.8
					1.0 *
					9.3 **
					.4 *
					5.3 *
AREA: 1 TASK: 4					
EMPLOYERS 21	22	289	71	92.9	71.7
FACULTY 34	8	131	32	86.8	60.4
SUPERVISORS 65	30	259	59	87.2	61.5
GRADUATES 65	85	444	18	83.9	72.5
STUDENTS 107	117	659	167	84.9	62.8
					7.8 **
					9.1 **
					.0 *
					9.9 **

NUMBER OF RESPONSES				TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	OK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 1 TASK: 5							
EMPLOYERS	37	228	104	86.0	1.0	56.6	1.3
FACULTY	15	134	33	89.9	1.2	61.8	2.0
SUPERVISORS	50	231	77	82.2	1.9	54.9	23.0
GRADUATES	97	437	23	81.8	1.2	71.4	6.5
STUDENTS	121	672	156	84.7		64.0	
AREA: 6 TASK: 6							
EMPLOYERS	24	316	41	92.9	2.0	78.4	3.4
FACULTY	9	155	18	94.5	1.7	71.4	3.0
SUPERVISORS	26	306	32	92.2	3.0	72.7	4.9
GRADUATES	47	483	21	91.1		78.9	
STUDENTS	59	762	117	92.8		72.6	
AREA: 7 TASK: 7							
EMPLOYERS	21	296	58	93.4	0	73.4	1.1
FACULTY	11	150	23	93.5	4	69.1	1.9
SUPERVISORS	42	279	42	86.1	7	64.1	2.0
GRADUATES	65	477	16	88.1	3	78.3	1.1
STUDENTS	65	761	112	92.1		72.5	
AREA: 8 TASK: 8							
EMPLOYERS	45	212	110	82.5	2	52.6	.5
FACULTY	39	107	32	73.7	6	49.3	1.1
SUPERVISORS	77	216	65	73.9	6	51.8	2.0
GRADUATES	142	403	9	73.0	6	65.8	1.1
STUDENTS	155	622	165	80.1		59.2	

NUMBER OF RESPONSES				TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	CK	% STRONG	CHI SC	% STRONG	CHI SQ
AREA: 1 TASK: 9							
EMPLOYERS	49	197	117	80.1		48.9	
FACULTY	46	103	26	69.1	5.5 *	47.5	1
SUPERVISORS	87	191	76	68.7	8.2 **	45.4	.9
GRADUATES	141	386	11	73.2	3.9 *	63.1	19.4 **
STUDENTS	156	611	164	79.7	.0	58.2	9.8 **
AREA: 1 TASK: 10							
EMPLOYERS	34	201	129	85.5		49.9	
FACULTY	19	145	21	88.4	.5	66.8	15.7 **
SUPERVISORS	64	208	78	76.5	6.1 *	49.4	.0 *
GRADUATES	138	390	165	73.9	12.0 **	63.7	18.6 **
STUDENTS	153	575	185	79.0	4.5 *	54.8	2.6
AREA: 1 TASK: 11							
EMPLOYERS	20	246	105	92.5		61.0	
FACULTY	32	162	17	95.9	1.5	74.7	.0 **
SUPERVISORS	69	255	61	87.6	3.1 *	60.6	.3 **
GRADUATES	49	476	8	85.8	7.0 **	77.8	5.1 *
STUDENTS	110	709	144	89.1	2.2	67.5	
AREA: 1 TASK: 12							
EMPLOYERS	39	259	72	86.9		64.3	
FACULTY	22	98	47	81.7	1.5	45.2	.3 **
SUPERVISORS	66	179	97	73.1	15.7 **	42.5	.2 **
GRADUATES	153	329	22	68.3	33.9 **	53.8	10.6 **
STUDENTS	150	535	217	78.1	9.8	51.0	20.3 **

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	CK	% STRONG	CHI SC	% STRONG	CHI SQ
AREA: 2 TASK: 1							
EMPLOYERS	17	352	11	95.4		87.3	**
FACULTY VISORS	39	159	21	95.8	0.0	73.3	**
SUPERVISORS	38	295	12	88.3	11.8	70.1	**
GRADUATES	58	504	16	93.0	2.3	82.4	*
STUDENTS	113	756	123	92.9		72.0	**
AREA: 2 TASK: 2							
EMPLOYERS	29	337	12	92.1	6.1	83.6	**
FACULTY VISORS	33	157	22	98.1	0.0	72.4	**
SUPERVISORS	27	296	31	91.6	3.3	70.3	**
GRADUATES	61	500	15	93.3	1.1	81.7	**
STUDENTS	127	736	129	92.7		70.1	**
AREA: 3 TASK: 3							
EMPLOYERS	28	341	14	92.4	8.8	84.6	*
FACULTY VISORS	33	160	21	98.2	5.6	73.7	*
SUPERVISORS	44	286	34	86.7	9.9	67.3	*
GRADUATES	73	473	17	86.6	6.0	77.3	*
STUDENTS	105	766	111	91.8		73.0	*
AREA: 4 TASK: 4							
EMPLOYERS	41	198	14	82.4	6.2	49.1	**
FACULTY VISORS	40	100	33	71.4	13.1	46.1	*
SUPERVISORS	72	153	39	68.0	2.1	36.3	*
GRADUATES	190	308	50	61.8	1.7	50.3	*
STUDENTS	190	472	256	71.3		45.0	*

NUMBER OF RESPONSES				TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 2 TASK: 5							
EMPLOYERS	41	265	66	86.6		65.8	
FACULTY	19	123	31	86.6	0	56.7	4.6 *
SUPERVISORS	76	207	69	73.1	15.9 **	49.2	22.5 **
GRADUATES	130	364	33	73.7	18.0 **	59.5	3.8 *
STUDENTS	132	575	200	81.3	3.8	54.8	14.0 **
AREA: 2 TASK: 6							
EMPLOYERS	17	339	19	95.2		84.1	
FACULTY	4	154	20	97.5	9	71.0	14.2 **
SUPERVISORS	29	299	35	91.2	3.9 *	81.9	19.5 **
GRADUATES	47	501	17	91.4	4.2 *	72.3	21.5 **
STUDENTS	55	759	118	93.2	1.4		
AREA: 2 TASK: 7							
EMPLOYERS	30	278	71	90.3		69.0	
FACULTY	13	128	33	91.4	0	59.3	5.8 *
SUPERVISORS	101	233	71	81.5	8.8 **	15.7	15.7 *
GRADUATES	103	421	25	80.7	12.7 **	68.8	7.6 *
STUDENTS		641	172	86.2	3.0	61.0	
AREA: 2 TASK: 8							
EMPLOYERS	10	352	18	97.2		87.3	
FACULTY	3	176	15	98.3	2.0	81.1	3.9 *
SUPERVISORS	11	339	25	96.9	3.9	80.5	6.6 *
GRADUATES	24	547	30	95.8	1.1	89.4	5.8 *
STUDENTS	30	861	180	96.6		82.0	

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	OK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 2 TASK: 9							
EMPLOYERS	26	252	90	90.6	3.4	62.5	8.3 **
FACULTY	21	109	46	83.8	17.5	50.2	27.1 **
SUPERVISORS	56	186	103	76.9	17.5	44.2	.0 **
GRADUATES	105	384	44	78.5	13.7	62.7	9.0 **
STUDENTS	135	563	213	80.7		53.6	
AREA: 2 TASK: 10							
EMPLOYERS	23	251	95	91.6	4.0	62.3	8.6 **
FACULTY	20	108	41	84.4	16.9	49.8	21.7 **
SUPERVISORS	53	193	99	78.5	25.4	45.8	.0 **
GRADUATES	115	376	33	76.6		61.4	1.4
STUDENTS	106	616	181	85.3		58.7	
AREA: 2 TASK: 11							
EMPLOYERS	15	295	160	95.2	7	73.2	2.1 **
FACULTY	4	146	59	88.2	8.5	67.6	14.2 **
SUPERVISORS	34	239	40	90.3	1.6	71.7	.2 **
GRADUATES	47	682	180	92.8		65.0	8.6 **
STUDENTS	53						
AREA: 2 TASK: 12							
EMPLOYERS	30	259	71	89.0	9.1	64.3	19.3 **
FACULTY	28	99	42	78.0	13.7	45.6	15.7 **
SUPERVISORS	61	212	84	77.7	22.4	50.5	2.2 *
GRADUATES	119	398	211	75.4	6.4	59.5	6.1 *
STUDENTS	122			83.1		57.0	

NUMBER OF RESPONSES			TOTAL CF WEAK AND STRONG RESPONSES			TOTAL SURVEY RESPONSES		
NR	WEAK	STRONG	CK	% STRONG	CHI SQ	% STRONG	CHI SQ	
AREA: 2 TASK: 13								
EMPLOYERS	15	313	39	95.4		77.7		
FACULTY	3	159	22	98.1	1.6	73.3	1.3	
SUPERVISORS	18	302	32	94.4	.2	71.7	3.5	**
GRADUATES	28	517	18	94.9	.0	84.5	7.1	
STUDENTS	43	811	102	95.0	.0	77.2	.0	
AREA: 2 TASK: 14								
EMPLOYERS	39	195	126	83.3		48.4		
FACULTY	25	110	42	81.7	1.9	50.7	2	
SUPERVISORS	56	184	111	76.7	.3	43.7	1.4	**
GRADUATES	133	354	47	72.7	9.0	57.8	8.1	**
STUDENTS	127	607	182	82.7	.0	57.8	10.1	
AREA: 2 TASK: 15								
EMPLOYERS	12	308	44	96.0		76.4		
FACULTY	10	132	35	93.2	1.7	60.8	15.9	**
SUPERVISORS	20	272	68	93.5	.4	64.6	13.2	**
GRADUATES	71	453	32	86.5	20.4	74.0	.6	
STUDENTS	81	672	172	89.2	13.1	64.0	19.9	**
AREA: 2 TASK: 16								
EMPLOYERS	17	302	49	94.2		74.9		
FACULTY	7	140	32	95.2	.0	64.5	7.0	**
SUPERVISORS	26	271	54	91.2	2.3	64.9	10.4	**
GRADUATES	72	446	27	86.1	14.0	72.3	.4	
STUDENTS	84	675	162	88.9	.0	64.3	14.5	**

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SC	% STRONG	CHI SC
AREA: 2 TASK: 17							
EMPLOYERS	17	327	28	95.1		81.1	**
FACULTY	10	123	40	92.5	0.8	56.4	**
SUPERVISORS	37	267	53	87.8	10.1	31.3	**
GRADUATES	55	460	32	89.3	8.1	75.2	*
STUDENTS	63	699	149	91.7	3.4	29.1	**
AREA: 2 TASK: 18							
EMPLOYERS	59	263	41	81.9		65.3	**
FACULTY	21	102	50	82.9	0	47.0	**
SUPERVISORS	53	212	85	80.0	2	50.4	**
GRADUATES	138	374	33	73.0	7.3	61.1	*
STUDENTS	113	562	242	83.3	3	15.9	**
AREA: 2 TASK: 19							
EMPLOYERS	23	312	34	93.1		77.4	*
FACULTY	7	145	27	95.4	6	66.8	*
SUPERVISORS	35	273	47	88.6	3.4	15.2	*
GRADUATES	79	430	32	84.5	13.4	6.0	*
STUDENTS	80	636	191	88.8	4.3	35.7	*
AREA: 3 TASK: 1							
EMPLOYERS	19	271	71	93.4		67.2	**
FACULTY	17	148	21	89.7	1.5	22.2	*
SUPERVISORS	58	239	54	80.5	20.6	68.8	*
GRADUATES	125	410	18	76.6	35.7	56.0	*
STUDENTS	106	710	149	87.0	8.2	67.6	*

NUMBER OF RESPONSES			TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SQ	% STRONG
AREA: 3 TASK: 2						
EMPLOYERS	16	308	46	95.1	76.4	1.0 **
FACULTY	4	157	20	97.5	72.4	10.3 **
SUPERVISORS	34	278	39	89.1	66.0	.2 *
GRADUATES	68	459	22	87.1	75.0	4.5 *
STUDENTS	74	742	133	90.9	70.7	
AREA: 3 TASK: 3						
EMPLOYERS	16	293	56	94.8	72.7	3.7 **
FACULTY	6	141	30	95.9	65.0	14.6 **
SUPERVISORS	34	252	64	88.1	59.7	3.9 **
GRADUATES	82	408	36	83.3	66.7	18.3 **
STUDENTS	94	635	185	87.1	60.5	
AREA: 3 TASK: 4						
EMPLOYERS	27	254	88	90.4	63.0	.0 **
FACULTY	14	138	31	90.8	63.6	12.0 **
SUPERVISORS	48	214	94	81.7	50.8	1.0
GRADUATES	118	406	24	77.5	66.3	.1
STUDENTS	98	671	174	87.3	63.9	
AREA: 3 TASK: 5						
EMPLOYERS	19	316	38	94.3	78.4	.0 **
FACULTY	8	171	20	95.5	78.8	13.5 **
SUPERVISORS	36	281	47	88.6	66.7	4.4 *
GRADUATES	42	513	123	92.4	83.8	.5
STUDENTS	39	804	123	95.4	76.6	

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR		WEAK STRONG CK		% STRONG CHI SC		% STRONG CHI SQ	
AREA: 3 TASK: 6							
EMPLOYERS		16	320	95.2	5.1 *	79.4	2.2 **
FACULTY		1	176	99.4	2.0	81.1	8.1 *
SUPERVISORS		25	297	92.2	.8	70.5	6.3 *
GRADUATES		36	524	93.6	.4	85.6	.0
STUDENTS		32	830	96.3		79.0	
AREA: 3 TASK: 7							
EMPLOYERS		22	305	93.6	1.7 *	75.7	1.7 *
FACULTY		6	168	96.3	4.3	77.4	5.7 *
SUPERVISORS		38	286	88.1	2.1	67.9	1.6 *
GRADUATES		58	485	90.1	.1	79.2	5.3 *
STUDENTS		100	779	93.9		74.2	
AREA: 3 TASK: 8							
EMPLOYERS		31	233	88.3	3.5	57.8	4.0 **
FACULTY		28	119	81.0	8.7	54.7	8.2 **
SUPERVISORS		56	201	78.2	5.5	47.7	.1
GRADUATES		132	343	74.4	2.2	62.6	.1
STUDENTS		157	596	79.2		56.8	
AREA: 3 TASK: 9							
EMPLOYERS		23	290	92.7	2.1	72.0	4.4 **
FACULTY		6	162	96.4	1.3	74.7	8.4 **
SUPERVISORS		30	262	89.7	2.2	62.2	2.6 **
GRADUATES		56	469	89.3	.0	76.6	.2
STUDENTS		54	740	93.2		70.5	

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 3 TASK: 10							
EMPLOYERS	22	184	152	89.3		45.7	
FACULTY	26	105	38	80.2		48.4	
SUPERVISORS	56	184	109	76.7	4.8 *	43.7	.3
GRADUATES	132	360	36	73.2	11.4 **	58.8	.2
STUDENTS	153	602	161	79.7	21.1 **	16.4	15.5
					9.4 **	57.3	**
AREA: 4 TASK: 1							
EMPLOYERS	69	167	138	70.8		41.4	
FACULTY	41	113	23	73.4	2.1 *	52.1	
SUPERVISORS	56	141	127	59.5	9.8 **	33.5	6.0
GRADUATES	216	305	213	58.5	9.3	49.8	5.2
STUDENTS	234	509	213	68.5		48.5	5.5
AREA: 4 TASK: 2							
EMPLOYERS	16	309	47	95.1		76.7	
FACULTY	3	178	16	98.7	2.6	82.0	2.1
SUPERVISORS	14	310	44	95.7	0.0	73.6	.9
GRADUATES	36	518	10	93.5	7.7 *	84.6	9.7
STUDENTS	60	804	97	93.1	1.3	76.6	.0
AREA: 4 TASK: 3							
EMPLOYERS	23	302	52	92.9		74.9	
FACULTY	5	156	21	96.9	4.4	71.9	5.2
SUPERVISORS	31	251	45	89.4	1.1	69.1	3.2
GRADUATES	60	490	101	89.1	3.0	80.1	3.4
STUDENTS	58	802	91	93.3	.0	76.4	.3

NUMBER OF RESPONSES			TOTAL CF. WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SQ	% STRONG
AREA: 4 TASK: 4						
EMPLOYERS	67	146	162	68.5	2	36.2
FACULTY	42	105	27	71.4	3.1	48.4
SUPERVISORS	97	147	121	60.2	9.5	34.9
GRADUATES	226	286	38	55.9	2.2	46.7
STUDENTS	268	451	222	62.7		43.0
AREA: 4 TASK: 5						
EMPLOYERS	35	197	130	84.9	3	48.9
FACULTY	19	132	34	87.4	3	60.8
SUPERVISORS	55	184	118	77.0	4.5	43.7
GRADUATES	169	314	44	65.0	29.5	51.3
STUDENTS	180	536	203	74.9		51.0
AREA: 4 TASK: 6						
EMPLOYERS	12	349	17	96.7	5.1	86.6
FACULTY	0	194	9	100.0	0	89.4
SUPERVISORS	11	357	13	97.0	0	84.8
GRADUATES	18	563	22	96.9	1.4	92.0
STUDENTS	19	917	59	98.0		87.3
AREA: 4 TASK: 7						
EMPLOYERS	25	309	36	92.5	10.2	76.7
FACULTY	1	178	15	99.4	0	82.0
SUPERVISORS	24	313	27	92.9	0	74.3
GRADUATES	39	515	7	93.0	2.5	84.2
STUDENTS	44	845	69	95.1		80.5

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	CK	% STRONG	CHI SC	% STRONG	CHI SQ
AREA: 4 TASK: 8							
EMPLOYERS	11	334	28	96.8	2.9	82.9	2.5
FACULTY	15	191	9	99.5	.3	88.0	.9
SUPERVISORS	13	337	19	95.7	.4	80.0	.8
GRADUATES	24	562	62	97.7	.1	91.8	.0
STUDENTS		902		97.4		85.9	1.9
AREA: 4 TASK: 9							
EMPLOYERS	20	308	43	93.9	4.4 *	76.4	3.2
FACULTY	33	180	13	98.4	1.3	82.9	4.5
SUPERVISORS	36	293	7	91.3	.0	69.6	2.5
GRADUATES	29	520	78	93.5	4.1 *	85.0	1.2
STUDENTS		851		96.7		81.0	3.6
AREA: 4 TASK: 10							
EMPLOYERS	23	309	47	93.1	.4	76.7	2.1
FACULTY	15	154	17	91.7	1.9	71.0	10.4
SUPERVISORS	32	279	47	89.6	18.6 **	66.3	2.6
GRADUATES	93	440	12	82.6	10.9	71.9	18.8
STUDENTS	112	679	133	85.8		64.7	
AREA: 4 TASK: 11							
EMPLOYERS	33	226	115	87.3	.8	56.1	.3
FACULTY	23	116	33	83.5	2.5	53.5	.8
SUPERVISORS	49	222	86	81.9	23.8 **	52.7	.5
GRADUATES	145	358	30	71.2	27.1 **	58.5	.0
STUDENTS	150	582	174	79.5		55.4	

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 4 TASK: 12							
EMPLOYERS	14	337	31	96.0	3.9 *	83.6	.1 **
FACULTY	1	179	14	99.4	.0	82.5	7.8
SUPERVISORS	14	318	27	95.8	2.0	75.5	.9
GRADUATES	36	526	5	93.6	.1	85.9	2.3
STUDENTS	40	840	80	95.5		80.0	
AREA: 4 TASK: 13							
EMPLOYERS	17	296	54	94.6	.0	73.4	1.4
FACULTY	9	149	25	94.3	4.0 *	68.7	9.1 *
SUPERVISORS	30	267	49	89.9	12.7 **	63.4	.0
GRADUATES	70	448	22	86.5	3.9 *	73.2	1.4
STUDENTS	75	737	113	90.8		70.2	
AREA: 4 TASK: 14							
EMPLOYERS	16	317	39	95.2	1.3	78.7	.0
FACULTY	4	170	16	97.9	.0	78.3	.3 *
SUPERVISORS	16	298	36	94.9	7.5 **	70.8	.0 *
GRADUATES	55	479	8	89.7	2.4	78.3	.2
STUDENTS	62	757	109	92.4		72.1	
AREA: 4 TASK: 15							
EMPLOYERS	19	324	30	94.5	1.6	80.4	.3 *
FACULTY	5	179	13	97.3	.2	82.5	.0 *
SUPERVISORS	22	307	27	93.3	.1	72.9	.5
GRADUATES	35	524	7	93.7	.0	85.6	.5
STUDENTS	45	825	80	94.8		78.6	

NUMBER OF RESPONSES				TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR		WEAK STRONG DK		% STRONG CHI SQ		% STRONG CHI SQ	
AREA: 4 TASK: 16							
EMPLOYERS	32	50	135 186	73.0		33.5	*
FACULTY	47	40	93 37	69.9	2	42.9	*
SUPERVISORS	70	82	126 143	60.6	6.2	1.1	
GRADUATES	100	227	237 48	51.1	25.0	2.6	
STUDENTS	124	273	380 273	58.2	12.7	36.2	.8
AREA: 4 TASK: 17							
EMPLOYERS	42	22	231 108	91.2	1.1	57.3	*
FACULTY	51	16	109 41	87.2	12.3	50.2	*
SUPERVISORS	71	47	185 118	79.7	34.3	14.2	
GRADUATES	80	136	359 37	72.5	19.6	58.7	
STUDENTS	120	156	573 201	78.6		54.6	
AREA: 4 TASK: 18							
EMPLOYERS	35	12	300 56	96.2	0	74.4	*
FACULTY	41	15	147 24	96.7	.5	67.7	*
SUPERVISORS	71	19	282 49	93.7	11.2	5.2	*
GRADUATES	86	54	453 19	89.3	11.8	74.0	*
STUDENTS	131	69	697 153	91.0		66.4	*
AREA: 4 TASK: 19							
EMPLOYERS	31	25	313 34	92.6	4.2	77.7	
FACULTY	33	4	161 19	97.6	0	74.2	
SUPERVISORS	63	25	301 32	92.3	0	71.5	
GRADUATES	53	43	501 15	92.1	0	81.9	
STUDENTS	100	52	809 89	94.0		77.0	

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	CK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 4 TASK: 20							
EMPLOYERS	14	318	33	95.8		78.9	
FACULTY	4	166	17	97.6	.7	76.5	3 *
SUPERVISORS	22	300	29	93.2	1.7	6.0	6.0
GRADUATES	51	478	15	90.4	1.8	78.1	1.1
STUDENTS	56	779	97	93.3	2.2	74.2	3.3
AREA: 4 TASK: 21							
EMPLOYERS	19	281	68	93.7		69.7	
FACULTY	12	137	24	91.9	.2	63.1	2.5 **
SUPERVISORS	35	247	68	87.6	5.0	58.7	10.5 **
GRADUATES	82	422	28	83.7	16.0	69.0	5.0 *
STUDENTS	89	665	175	88.2	6.4	63.3	
AREA: 5 TASK: 1							
EMPLOYERS	80	183	108	69.6		45.4	
FACULTY	31	116	33	78.9	.7	53.5	3 *
SUPERVISORS	100	156	105	60.9	3.9	37.1	5.5 **
GRADUATES	187	310	38	62.4	3.6	50.7	2.5 **
STUDENTS	186	567	188	75.3	3.0	54.0	8.3 **
AREA: 5 TASK: 2							
EMPLOYERS	90	148	133	62.2		36.7	13.8 **
FACULTY	32	114	121	78.1	.8	52.5	3.7 **
SUPERVISORS	108	127	128	54.0	2.9	30.2	9.5 **
GRADUATES	120	286	40	58.2	9.8	46.7	25.6 **
STUDENTS	170	543	219	76.2	16.8	51.7	

NUMBER OF RESPONSES			TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI	SG
AREA: 5 TASK: 3						
EMPLOYERS	76	163	130	68.2	40.4	*
FACULTY	30	111	31	78.7	51.2	6.1
SUPERVISORS	104	148	109	58.7	35.2	2.2
GRADUATES	214	298	23	58.2	48.7	6.3
STUDENTS	175	583	187	76.9	55.5	25.9
AREA: 5 TASK: 4						
EMPLOYERS	84	108	172	56.3	26.8	*
FACULTY	38	109	38	74.1	50.2	33.0
SUPERVISORS	116	97	153	45.5	23.0	1.4
GRADUATES	221	273	32	53.4	44.6	32.1
STUDENTS		478	235	68.4	45.5	41.7
AREA: 5 TASK: 5						
EMPLOYERS	69	138	154	66.7	34.2	*
FACULTY	36	96	35	72.7	44.2	5.6
SUPERVISORS	95	112	151	54.1	26.6	5.3
GRADUATES	212	279	38	56.8	45.6	12.5
STUDENTS	217	469	238	68.4	44.7	12.6
AREA: 5 TASK: 6						
EMPLOYERS	68	128	163	65.3	31.9	*
FACULTY	37	93	38	71.5	42.2	7.1
SUPERVISORS	100	106	152	51.5	25.2	4.1
GRADUATES	195	292	46	60.0	47.0	24.8
STUDENTS	189	536	208	73.9	51.0	42.9

NUMBER OF RESPONSES				TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 5 TASK: 7							
EMPLOYERS	19	281	64	93.7		69.7	
FACULTY	7	160	15	95.8		73.7	
SUPERVISORS	28	259	74	90.2	6.9	61.5	9.8**
GRADUATES	54	481	14	89.9	1.0	78.6	9.7**
STUDENTS	70	724	146	91.2	1.5	69.0	.0
AREA: 5 TASK: 8							
EMPLOYERS	32	230	91	87.8		57.1	
FACULTY	14	142	25	91.0	7	65.4	3.8
SUPERVISORS	53	216	85	80.3	5.0**	51.3	2.5**
GRADUATES	101	426	145	80.8	5.8	69.6	16.2**
STUDENTS	116	671	145	85.3		63.9	5.5
AREA: 5 TASK: 9							
EMPLOYERS	35	210	111	85.7		52.1	
FACULTY	18	138	25	88.5	.4	63.6	7.1**
SUPERVISORS	57	187	107	76.6	6.0**	44.4	4.6**
GRADUATES	126	394	189	75.8	9.3	64.4	14.7**
STUDENTS	139	603	189	81.3	2.2	57.4	3.1
AREA: 5 TASK: 10							
EMPLOYERS	30	202	122	87.1		50.1	
FACULTY	23	153	32	82.0	1.3	48.4	1.4**
SUPERVISORS	69	153	116	68.9	20.9**	36.3	15.4**
GRADUATES	135	349	30	72.1	19.0**	44.4	4.4**
STUDENTS	123	562	208	82.0	2.8	53.5	1.2

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	CK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 5 TASK: 11							
EMPLOYERS	62	133	160	68.2		33.0	
FACULTY	30	108	32	78.3	3.6	49.8	16.0 **
SUPERVISORS	100	116	135	53.7	8.4 **	27.6	2.6 **
GRADUATES	218	253	38	53.7	11.3 **	41.3	6.8 **
STUDENTS	246	432	224	63.7	1.1	41.1	7.8 **
AREA: 5 TASK: 12							
EMPLOYERS	17	235	93	93.8		58.3	
FACULTY	9	136	26	93.7	.0	62.7	9 **
SUPERVISORS	45	188	107	80.7	16.0 **	44.7	14.8 **
GRADUATES	99	369	43	78.8	24.1 **	60.3	.3
STUDENTS	122	577	209	82.5	16.2	55.0	1.2
AREA: 6 TASK: 1							
EMPLOYERS	35	255	84	87.9	.4	63.3	5.3 *
FACULTY	20	116	34	85.3	6.8 **	53.5	9.4 **
SUPERVISORS	57	221	74	79.5	24.8 **	52.8	.5 *
GRADUATES	141	372	24	72.5	17.7	60.8	14.5 **
STUDENTS	174	546	206	75.8		52.0	
AREA: 6 TASK: 2							
EMPLOYERS	22	327	31	93.7		81.1	
FACULTY	8	150	22	94.9	.1	69.1	10.8 **
SUPERVISORS	26	293	44	91.8	6.5 **	69.6	14.1 **
GRADUATES	71	459	14	86.6	10.5 *	75.0	4.9 *
STUDENTS	83	672	171	89.0	5.6	64.0	39.0 **

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SC	% STRONG	CHI SQ
AREA: 6 TASK: 3							
EMPLOYERS	17	348	17	95.3		86.4	25.4 **
FACULTY	6	150	23	96.2	0	69.1	23.4 **
SUPERVISORS	22	305	39	93.3	1.0	72.4	6.6 **
GRADUATES	41	489	14	92.3	2.9	79.9	47.2 **
STUDENTS	54	718	146	93.0	1.9	68.4	
AREA: 6 TASK: 4							
EMPLOYERS	19	334	24	94.6	1.1	82.9	24.2 **
FACULTY	4	141	26	97.2	2.2	65.0	32.0 **
SUPERVISORS	26	275	49	91.4	5.0	65.3	7.1 **
GRADUATES	49	463	17	90.4		75.7	30.3 **
STUDENTS	67	717	133	91.5		68.3	
AREA: 6 TASK: 5							
EMPLOYERS	25	107	23	81.1	1.4	26.6	1.4
FACULTY	44	68	64	60.7	8	31.6	2.5
SUPERVISORS	68	91	95	57.2	5	29.7	1.1
GRADUATES	237	182	34	43.0	3	30.4	1.9
STUDENTS	251	319	144	56.0			
AREA: 6 TASK: 6							
EMPLOYERS	5	267	91	98.2	0	66.3	2.2
FACULTY	4	157	23	97.5	0	72.4	9.8 **
SUPERVISORS	18	267	72	93.7	6.0	63.4	
GRADUATES	50	462	19	90.2	15.4	75.5	9.9
STUDENTS	49	725	140	93.7		69.0	

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	CK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 6 TASK: 7							
EMPLOYERS	28	256	87	90.1	1.6	63.5	3
FACULTY	8	132	31	94.3	1.7	60.8	8.6
SUPERVISORS	36	224	80	86.2	4.9	53.2	3.0
GRADUATES	79	422	22	84.2	3.1	69.0	1.1
STUDENTS	105	634	170	85.8		60.4	
AREA: 6 TASK: 8							
EMPLOYERS	17	305	51	94.7	0	75.7	4.6
FACULTY	9	146	24	94.3	5.5	67.3	14.0
SUPERVISORS	32	267	53	89.5	6.2	63.4	3
GRADUATES	53	453	23	91.7	2.5	74.0	13.4
STUDENTS	62	688	156			65.5	
AREA: 6 TASK: 9							
EMPLOYERS	9	292	67	97.0	2.2	72.5	6
FACULTY	3	164	21	98.2	1.8	75.8	4.9
SUPERVISORS	15	277	61	94.3	6.5	65.2	7.9
GRADUATES	41	491	14	92.5	1.5	80.2	0
STUDENTS	39	757	129	95.1		72.1	
AREA: 6 TASK: 10							
EMPLOYERS	26	287	53	91.7	1	71.2	12.7
FACULTY	13	123	36	90.7	4.8	56.7	17.4
SUPERVISORS	40	240	66	85.7	16.0	57.0	1.1
GRADUATES	96	416	21	81.9	10.6	68.0	1.3
STUDENTS	120	626	182	83.9		59.6	

NUMBER OF RESPONSES				TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	JK	% STRONG	CHI SG	% STRONG	CHI SQ
AREA: 6 TASK: 11							
EMPLOYERS	22	277	66	92.6	9	68.7	*
FACULTY	15	127	33	89.4	3.2	58.5	6.0 **
SUPERVISORS	34	248	70	87.9	10.3	58.9	8.2 **
GRADUATES	78	431	16	84.7	7.2	70.4	3 *
STUDENTS	101	646	163	86.5		61.5	6.2 *
AREA: 6 TASK: 12							
EMPLOYERS	9	295	62	97.0	2.9	73.2	*
FACULTY	10	134	32	93.1	8.9	61.8	8.1 **
SUPERVISORS	25	248	76	90.8	18.5	58.9	18.1 **
GRADUATES	58	425	28	88.0	17.7	69.4	1.5 **
STUDENTS	79	614	198	88.6		58.5	26.3 **
AREA: 6 TASK: 13							
EMPLOYERS	25	192	134	88.5	2.1	47.6	3 *
FACULTY	6	99	30	94.3	11.1	45.6	11.3 **
SUPERVISORS	49	151	98	75.5	26.7	35.9	11.0 *
GRADUATES	125	287	36	69.7	16.3	46.9	5.8 *
STUDENTS	142	425	201	75.0		40.5	
AREA: 6 TASK: 14							
EMPLOYERS	21	266	82	92.7	5	66.0	1 *
FACULTY	6	147	28	96.1	1.0	67.7	6.7 **
SUPERVISORS	27	240	80	89.9	3.7	57.0	4.6 *
GRADUATES	75	444	19	85.5		72.5	6.2 *
STUDENTS	89	677	146	88.4		64.5	

NUMBER OF RESPONSES			TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI	SC
AREA: 6 TASK: 15						
EMPLOYERS	42	227	88	84.4	56.3	
FACULTY	13	134	28	91.2	61.8	1.5 *
SUPERVISORS	43	206	98	82.7	48.9	4.2 *
GRADUATES	121	370	31	75.4	60.5	1.5
STUDENTS	126	591	187	82.4	56.3	.0
AREA: 6 TASK: 16						
EMPLOYERS	26	265	66	91.1	65.8	
FACULTY	16	120	26	89.0	59.9	1.8 *
SUPERVISORS	37	227	87	86.0	53.2	11.5 *
GRADUATES	92	399	38	81.3	65.2	.5
STUDENTS	99	668	160	87.1	63.6	
AREA: 6 TASK: 17						
EMPLOYERS	55	191	110	77.6	47.4	
FACULTY	28	110	32	79.7	50.7	5 *
SUPERVISORS	79	159	96	66.8	37.8	7.4 *
GRADUATES	161	313	22	66.0	51.1	2.4
STUDENTS	173	520	222	75.0	49.5	
AREA: 6 TASK: 18						
EMPLOYERS	42	228	84	84.4	56.6	
FACULTY	15	122	41	89.1	56.2	0.0 *
SUPERVISORS	48	203	99	80.9	48.2	5.4
GRADUATES	123	367	39	74.9	60.0	1.0
STUDENTS	145	536	225	78.7	51.0	3.4

NUMBER OF RESPONSES				TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SQ	% STRONG	CHI SQ
AREA: 6 TASK: 19							
EMPLOYERS	16	284	57	94.7		70.5	**
FACULTY	8	128	34	94.1		59.0	**
SUPERVISORS	27	233	75	89.6	0.3	55.3	**
GRADUATES	77	406	40	84.1	18.9	66.3	**
STUDENTS	79	628	198	88.8	7.7	59.8	**
AREA: 7 TASK: 1							
EMPLOYERS	15	326	28	95.6		80.9	**
FACULTY	6	163	22	96.4	0.3	75.1	**
SUPERVISORS	30	298	36	90.9	5.9	70.8	
GRADUATES	59	498	10	89.4	9.2	81.4	
STUDENTS	70	812	187	92.1	4.2	77.3	
AREA: 7 TASK: 2							
EMPLOYERS	45	282	35	86.2	5.3	70.0	
FACULTY	10	150	26	93.2	3.9	69.1	
SUPERVISORS	54	267	42	87.6	2.2	63.4	**
GRADUATES	69	487	29	90.2	3.3	79.6	
STUDENTS	82	752	117			71.6	
AREA: 7 TASK: 3							
EMPLOYERS	41	268	78	94.4	3.6	66.5	**
FACULTY	14	106	49	88.3	3.7	48.8	**
SUPERVISORS	38	201	105	84.1	13.2	47.7	
GRADUATES	99	558	141	80.1	28.9	65.0	
STUDENTS	106	658	159	86.1	12.9	62.7	

NUMBER OF RESPONSES			TOTAL CF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI	SG
AREA: 7 TASK: 4						
EMPLOYERS	40	284	35	87.7	70.5	
FACULTY	8	151	29	95.0	69.6	0
SUPERVISORS	44	262	49	85.6	62.2	5.9 *
GRADUATES	67	479	12	87.7	78.3	7.5 *
STUDENTS	89	715	131	88.9	68.1	.7
AREA: 7 TASK: 5						
EMPLOYERS	28	304	28	91.6	75.4	
FACULTY	10	141	31	93.4	65.0	7.1 *
SUPERVISORS	34	275	46	89.0	65.3	9.6 *
GRADUATES	62	478	125	88.5	78.1	.8 *
STUDENTS	80	735	125	90.2	70.0	4.0
AREA: 8 TASK: 1						
EMPLOYERS	53	238	72	81.9	59.1	
FACULTY	27	122	35	81.2	56.6	4 *
SUPERVISORS	55	209	113	79.2	49.2	7.9 *
GRADUATES	123	400	27	76.5	65.4	3.0
STUDENTS	144	652	147	81.9	62.1	1.0
AREA: 8 TASK: 2						
EMPLOYERS	55	244	68	81.6	60.5	
FACULTY	16	138	31	89.6	63.6	4
SUPERVISORS	48	231	95	82.8	54.9	5.5 *
GRADUATES	118	410	227	77.7	67.0	4.1 *
STUDENTS	124	704	117	85.0	67.0	5.1 *

NUMEER OF RESPONSES				TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SG	% STRONG	CHI SQ
AREA: 8 TASK: 3							
EMPLOYERS	110	53	196	32.5		13.2	
FACULTY	88	37	155	29.6	.2	17.1	1.4
SUPERVISORS	118	55	193	31.8	.6	13.0	.0
GRADUATES	335	115	94	25.6	5.1	18.8	5.2
STUDENTS	347	258	324	42.6		24.6	21.9
							**
AREA: 8 TASK: 4							
EMPLOYERS	62	182	106	74.6	.2	45.7	2.1
FACULTY	42	84	49	66.7	7.4	38.7	12.8
SUPERVISORS	83	138	137	62.4	.7	32.8	.8
GRADUATES	215	266	163	55.3	9	43.5	2.9
STUDENTS	211	421	274	66.6		40.1	
							**
AREA: 8 TASK: 5							
EMPLOYERS	23	318	27	93.3	.0	78.9	3
FACULTY	11	172	30	92.3	7.1	60.6	4
SUPERVISORS	36	230	100	86.5	.8	54.9	8
GRADUATES	115	379	138	76.7	5	61.9	8
STUDENTS	146	565	204	79.5		53.8	
							**
AREA: 8 TASK: 6							
EMPLOYERS	34	314	18	90.2	1.5	77.9	7
FACULTY	8	129	40	94.2	.0	59.4	8
SUPERVISORS	28	264	52	91.0	1	67.5	8
GRADUATES	73	448	26	86.0	2	73.2	6
STUDENTS	101	630	190	86.2		40.3	
							**

NUMBER OF RESPONSES			TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	CK	% STRONG	CHI SQ	% STRONG
AREA: 8 TASK: 7						
EMPLOYERS	32	267	54	89.3	0	66.3
FACULTY	13	108	48	89.3	1.8	15.4
SUPERVISORS	36	205	111	85.1	16.9	25.2
GRADUATES	105	358	50	77.3	9.3	58.5
STUDENTS	122	526	258	81.2	9.3	30.0
AREA: 8 TASK: 8						
EMPLOYERS	31	280	44	90.0	1.2	3.9
FACULTY	9	127	35	93.7	1.6	10.0
SUPERVISORS	39	247	70	86.4	4.7	61.7
GRADUATES	78	423	29	84.4	1.4	69.1
STUDENTS	93	636	172	87.2	1.4	9.5
AREA: 8 TASK: 9						
EMPLOYERS	32	261	63	89.1	8	64.8
FACULTY	18	106	48	85.5	1.5	14.1
SUPERVISORS	35	200	115	85.1	27.1	24.2
GRADUATES	127	345	53	73.1	8.1	6.8
STUDENTS	115	504	279	81.4	8.1	32.2
AREA: 8 TASK: 10						
EMPLOYERS	99	151	102	60.4	1.5	37.5
FACULTY	53	75	42	58.6	5.1	34.6
SUPERVISORS	90	106	150	54.1	1.0	25.2
GRADUATES	223	234	59	51.2	5.0	38.5
STUDENTS	245	383	272	61.0	1.0	36.5

NUMBER OF RESPONSES		TOTAL OF WEAK AND STRONG RESPONSES		TOTAL SURVEY RESPONSES	
NR	WEAK	STRONG	DK	% STRONG	CHI SQ
AREA: 8 TASK: 11					
EMPLOYERS	32	309	27	90.6	76.7
FACULTY	11	143	30	92.9	65.9
SUPERVISORS	25	272	71	91.6	64.6
GRADUATES	76	453	25	85.6	74.0
STUDENTS	123	609	181	83.2	58.0
					7.8 **
					13.8 **
					42.9 **
AREA: 8 TASK: 12					
EMPLOYERS	39	268	49	87.3	66.5
FACULTY	13	110	48	89.4	50.7
SUPERVISORS	20	206	136	91.2	48.9
GRADUATES	95	407	33	81.1	66.5
STUDENTS	114	580	221	83.6	55.2
					14.2 **
					25.3 **
					14.7 **

KEY: NR = NO RESPONSE
 --- DK = DON'T KNOW
 --- % = PERCENT
 --- TOTAL SURVEY RESPONSES = NR, WEAK, STRONG, AND DK OF FREEDOM,
 --- CHI SQ = YATES' CORRECTED CHI SQUARE, ONE DEGREE OF FREEDOM,
 --- COMPARING EMPLOYER ASSESSMENTS WITH ASSESSMENTS BY
 --- EACH OF FOUR OTHER GROUPS.
 * INDICATES SIGNIFICANCE AT .05 LEVEL, ** AT .01 LEVEL

